DOCUMENT RESUME

ED 117 163 TM 005 018

AUTHOR	Faunce, R. W.; And Others
TITLE	An Approach to Setting Educational Goal Priorities in the Minneapolis Public Schools.
INSTITUTION	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
REPORT NO	C-73-28
PUB DATE	Jul 74
NOTE	83p.
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Community Involvement; *Development; *Educational Objectives; Elementary Secondary Education; Parent Attitudes; Rating Scales; Reliability; *School Districts; School Personnel; Student Attitudes; *Surveys; Teacher Attitudes
IDENTIFIERS	*Minneapolis Public Schools; Minnesota (Minneapolis)

ABSTRACT

In 1970, at the request of the School Board, the Minneapolis Public Schools began a review of the school district's goals. Several approaches to establishing and revising goals were used. By January 1974, 1,506 people in Minneapolis had participated in the goals ranking procedure. This group included 630 community representatives, 569 school personnel, and 307 senior high school students. Agreement among the three groups--parents, school personnel, and students--was relatively high on the importance of the various goals. All three groups gave high rankings to the goals of reading and writing, pride in work, learning to respect and get along with people with whom we work and live, and developing good character and self-respect. The three groups gave relatively low priorities to goals related to understanding skills of family living, understanding democratic ideas and ideals, understanding the ideas of health and safety, and gaining information needed to make job selections. A critique of this approach to goal ranking is given. Recommendations are made. (Author/DEP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117163

Minneapolis Public Schools

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

An Approach to Setting Educational Goal Priorities in the Minneapolis Public Schools

R. W. Faunce

Thomas McCormick

Sara Clark

Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

TM 005 018

July 1974
C-73-28

Research and Evaluation Department
Planning and Support Services Division

An Approach to Setting Educational Goal Priorities in the Minneapolis Public Schools

Summary

	See Page
In 1970, at the request of the School Board, the Minneapolis Public Schools began a review of the school district's goals. Several approaches to establishing and revising goals were used.	1-3
In November 1972, the district began an exploration of the Phi Delta Kappa approach to ranking goals. This approach involved ranking 18 predetermined goals in order of priority. Participants reached consensus about the rank of each goal through small group discussions. The rankings of the groups then were averaged to obtain the overall rank.	3-11
By January 1974, 1,506 people in Minneapolis had participated in the goals ranking procedure. This group included 630 community representatives, 569 school personnel, and 307 senior high school students.	16
The sample of school personnel and students appeared to be representative of all professional employees of the district and of seniors in the high schools. However, community participants were not deemed representative. The community group did appear to represent those people who were highly interested and involved in the schools.	57-60
Agreement among the three groups--parents, school personnel, and students--was relatively high on the importance of the various goals. All three groups gave high rankings to the goals of reading and writing, pride in work, learning to respect and get along with people with whom we work and live, and developing good character and self-respect. The three groups gave relatively low priorities to goals related to understanding skills of family living, understanding democratic ideas and ideals, understanding the ideas of health and safety, and gaining information needed to make job selections.	39
Parents and school personnel placed more importance on citizenship, desire for learning, and learning how to use information, than did students. Students placed more importance on managing money and resources than did parents and educators. Parents and students placed less importance on learning how to use leisure time than did school personnel.	40-41
Parents from various communities generally ranked the goals in the same order of importance. Less agreement was shown among students from the various schools.	50 53
Ratings also were obtained on how good a job the schools were doing in reaching their goals. School personnel tended to be more critical of their effectiveness than did community members or students.	61
A critique of this approach to goal ranking is given. Recommendations are made.	67 73

. . .

July 1974

Research and Evaluation Department

3/4

Table of Contents

		Page
I	Background.	1
	Goals for Elementary Schools.	1
	Goals for Secondary Schools	2
	The Phi Delta Kappa Approach to Goals Setting . . .	3
II	Procedures Used to Sample Minneapolis School Personnel, Community Members, and Students.	12
III	Rankings of Educational Goals by School Personnel, Community Members, and Students.	17
IV	How Closely did School Personnel, Community Participants and Students Agree in Their Rankings of Educational Goals?.	20
V	Variations in Ranking Educational Goals Within Groups of School Personnel, Community Participants, and Students.	44
VI	How Representative Were the Samples of School Personnel, Community Participants, and Students?	57
VII	How Good a Job are the Schools Doing in Meeting Their Goals?	61
VIII	Discussion	67
IX	Recommendations	73

List of Tables

Number		Page
1	Participants Involved in Ranking Goals.	16
2	Priority Ranks of Educational Goals Made by Minneapolis School Personnel, Community Members, and Students Through February 13, 1974.	18
3	Rankings of Educational Goals by School, Community, and Student Groups	41
4	Ranking of Priority Goals by Various Groups of School Personnel	45
5	Rank Difference Intercorrelation Matrix for Educational Goals Priorities of School Personnel	46
6	Ranking of Priority Goals by Various Community Groups.	50
7	Rank Difference Intercorrelation Matrix for Educational Goals Priorities of Community Members	51
8	Ranking of Priority Goals by Various Student Groups.	53
9	Rank Difference Intercorrelation Matrix for Educational Goals Priorities of Secondary School Students	54
10	Percentages of Groups Giving Favorable Ratings of Performance of Current School Programs	63
11	Breakdown of Percentages of Groups Giving Favorable Ratings of Performance of Current School Programs	64
12	Relationship of Effectiveness Ratings to High and Low Priority Goals for School Personnel, Community Participants, and Students .	65

An Approach to Setting Educational Goal Priorities in the Minneapolis Public Schools

In the late 1960's and early 1970's, increasing demand for educational accountability was apparent across the nation. Stimulated by increased costs, claims that "productivity" did not keep pace with costs, and by the actions of Lessinger and others in government, "accountability" became a watchword for local schoolboards, administrators and community groups.

One major aspect of accountability is goal setting. Without goals no measure of productivity, of progress toward goals, was possible. And the pressure was on for measures of productivity; for "output" measures. People wanted to know what they got for their money. They wanted to know what the results were, not just how the money had been spent.

I. Background

The most recent effort at goal setting in the Minneapolis Public Schools began in 1970. In the midst of the national interest in educational accountability, and urged on by the Minneapolis Citizens Committee on Public Education, the Minneapolis School Board asked for a reassessment of the educational goals of the Minneapolis Public Schools. These goals, established in 1953, had been revised only once in nearly two decades. Responsibility for reviewing these goals was given to Associate Superintendents Nathaniel Ober and James Kennedy.[1]

Goals for Elementary Schools

In the fall of 1970, Kennedy, then associate superintendent for elementary schools, asked the elementary schools consultant staff to write and

---

[1] Kennedy became superintendent of schools in Tarrytown, N. Y. in July 1972. Ober became superintendent of schools in Amityville, N. Y. in July 1973.

submit goals in each curriculum area. In summer 1971, after Elementary School Assembly (ESA)[2] representatives solicited teacher reactions to these goals, an ESA-appointed task force revised and expanded the original goals. Mary Jane Higley, chairperson of ESA, chaired this task force. Mildred Carlson, an elementary curriculum consultant, served as executive secretary. The revised goals were presented to the ESA in fall 1971 and a task force to develop measurable reading objectives was authorized. This task force submitted its report to the ESA executive board and Kennedy in the spring of 1972. In fall 1972 the reading task force report, a similar report prepared by a mathematics task force, and the elementary goals and objectives were submitted to the superintendent's cabinet.

Goals for Secondary Schools

A similar effort on the secondary level was begun in early 1971 when Ralph Johnson, director of guidance services, drew up a four phase plan to revise secondary school curriculum goals and objectives. The four phases of this plan were:

(1) The development of a statement outlining the broad educational goals and objectives for secondary education;

(2) The development of a comprehensive list of potential program goals and student objectives for the school system;

(3) The writing of behavioral objectives with specific performance criteria, based on the objectives identified in phase 2;

(4) The objective evaluation of the degree to which the behavioral objectives would be successfully achieved.

In May 1971, phase 1 was completed.

In August 1971, Almon Hoye, a school principal, was assigned by Ober to coordinate phase 2 activities. In September 1971, under Hoye's direction, a committee was formed to screen and list potential program goals.

---

[2] The ESA was a continuing curriculum oriented committee consisting of one teacher-selected representative from each of the elementary schools. The Committee was formed to identify curriculum needs and seek action relative to those needs.

This second phase led to a collection of 2,400 goals and objectives. In February 1972 the Jefferson Junior High School faculty was asked to review these goals and evaluate them in terms of relevance and priority groupings. By April 1972, the list had been pared to 1,700 goals in fourteen subject areas. In January 1973, after further review, program goals and related pupil objectives for the 14 areas were written and submitted to Ober.

At the same time that Hoye and Carlson were nearing completion of their initial reports in November 1972, the Phi Delta Kappa goal ranking procedure was introduced to members of the Minneapolis Schools' Goals and Objectives Committee which had been formed in October 1972.

The Phi Delta Kappa Approach to Goals Priorities

The Phi Delta Kappa procedure for ranking and rating educational goals was developed by the Northern California Program Development Center at Chico, California, through a grant from the U. S. Office of Education made to the Butte County Schools.[3] The 18 goals used in the procedure were derived from 18 goal categories developed by the California School Boards Association in 1969. The goals were extensively field tested in California and it was found that community members rarely suggested additional goals. These goals are listed on page 4.

The Phi Delta Kappa procedure was introduced to members of the Minneapolis Goals and Objectives Committee at a workshop conducted by the Educational Research and Development Council (ERDC) in November 1972. The first participants in the process, in early 1973, were Minneapolis

[3] Distribution of this procedure was made by the Commission on Educational Planning of Phi Delta Kappa.

SAMPLE

Phi Delta Kappa, Inc. P.O. Box 789 Bloomington, Indiana 47401 89 Pam

EDUCATIONAL GOALS

*These are not in any order of importance.

A LEARN HOW TO BE A GOOD CITIZEN
- A. Develop an awareness of civic rights and responsibilities.
- B. Develop attitudes for productive citizenship in a democracy.
- C. Develop an attitude of respect for personal and public property.
- D. Develop an understanding of the obligations and responsibilities of citizenship.

B LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY
- A. Develop an appreciation for and an understanding of other people and other cultures.
- B. Develop an understanding of political, economic, and social patterns of the rest of the world.
- C. Develop awareness of the interdependence of races, creeds, nations and cultures.
- D. Develop an awareness of the processes of group relationships.

C LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD
- A. Develop ability to adjust to the changing demands of society.
- B. Develop an awareness and the ability to adjust to a changing world and its problems.
- C. Develop understanding of the past, identify with the present, and the ability to meet the future.

D DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING
- A. Develop ability to communicate ideas and feelings effectively.
- B. Develop skills in oral and written English.

E UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS
- A. Develop loyalty to American democratic ideals.
- B. Develop patriotism and loyalty to ideas of democracy.
- C. Develop knowledge and appreciation of the rights and privileges in our democracy.
- D. Develop an understanding of our American heritage.

F LEARN HOW TO EXAMINE AND USE INFORMATION
- A. Develop ability to examine constructively and creatively.
- B. Develop ability to use scientific methods.
- C. Develop reasoning abilities.
- D. Develop skills to think and proceed logically.

G UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING
- A. Develop understanding and appreciation of the principles of living in the family group.
- B. Develop attitudes leading to acceptance of responsibilities as family members.
- C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

H LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE
- A. Develop appreciation and respect for the worth and dignity of individuals.
- B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
- C. Develop a cooperative attitude toward living and working with others.

I DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
- A. Develop abilities and skills needed for immediate employment.
- B. Develop an awareness of opportunities and requirements related to a specific field of work.
- C. Develop an appreciation of good workmanship.

J LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES
- A. Develop an understanding of economic principles and responsibilities.
- B. Develop ability and understanding in personal buying, selling and investment.
- C. Develop skills in management of natural and human resources and man's environment.

K DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
- A. Develop intellectual curiosity and eagerness for lifelong learning.
- B. Develop a positive attitude toward learning.
- C. Develop a positive attitude toward continuing independent education.

L LEARN HOW TO USE LEISURE TIME
- A. Develop ability to use leisure time productively.
- B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual and creative.
- C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

M PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY
- A. Establish an effective individual physical fitness program.
- B. Develop an understanding of good physical health and well being.
- C. Establish sound personal health habits and information.
- D. Develop a concern for public health and safety.

N APPRECIATE CULTURE AND BEAUTY IN THE WORLD
- A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
- B. Cultivate appreciation for beauty in various forms.
- C. Develop creative self-expression through various media (art, music, writing, etc.).
- D. Develop special talents in music, art, literature and foreign languages.

O GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS
- A. Promote self-understanding and self-direction in relation to student's occupational interests.
- B. Develop the ability to use information and counseling services related to the selection of a job.
- C. Develop a knowledge of specific information about a particular vocation

P DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
- A. Develop a feeling of student pride in his achievements and progress.
- B. Develop self-understanding and self-awareness.
- C. Develop the student's feeling of positive self-worth, security, and self-assurance.

Q DEVELOP GOOD CHARACTER AND SELF-RESPECT
- A. Develop moral responsibility and a sound ethical and moral behavior.
- B. Develop the student's capacity to discipline himself to work, study, and play constructively.
- C. Develop a moral and ethical sense of values, goals, and processes of free society.
- D. Develop standards of personal character and ideas.

R GAIN A GENERAL EDUCATION
- A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
- B. Develop a fund of information and concepts.
- C. Develop special interests and abilities.

teachers, consultants,and administrators. Community participation began in March 1973.

The Phi Delta Kappa procedure includes the following steps:

(1) A list of the 18 goals is sent to each person who is to rank the goals, prior to a goals ranking meeting.

(2) At the meeting, each person is given a large display board listing the goals, and 45 red discs. Each person rates the goals, by placing zero to five discs beside the goal to indicate its importance. Five discs indicates a most important goal. Each person then transfers this information to an individual goal summary sheet.

(3) After individually rating the goals the people are randomly assigned to groups of four. Groups then reach consensus through a discussion of their individual ratings and the scores are tallied on a group summary sheet. When all the small group ratings are available, an average rating for each goal is computed.

(4) Goals are ranked from 1 (highest priority or most important goal) to 18 (lowest priority or least important goal) on the basis of the average ratings made by the groups.

(5) Each committee member then individually rates how well current school programs are meeting each goal. Each rater is given a list of the goals followed by a 15 number rating scale that breaks down in the following manner: 1-3, extremely poor; 4-6, poor; 7-9, fair but more needs to be done; 10-12, leave as is; and 13-15, too much is being done. Each committee member circles the number corresponding to his or her perception of the level of performance of the school district for each goal. From these individualized ratings, a group rating is calculated.

A sample of the rating scale is shown on pages 6-10.

The next section of this report describes the procedures used to involve school personnel, students, and members of the Minneapolis community in ranking the Phi Delta Kappa goals according to importance and rating the effectiveness of the Minneapolis Public Schools in meeting these goals.

Sample Rating Scale of How Effectively
Schools Are Meeting Goals

INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE OF CURRENT SCHOOL PROGRAMS

Directions:

Listed below are the goals established for the school district at the last meeting of the Representative Community Committee. The goals are **not** listed in a priority order.

Your task is to read each of the goal statements and ask yourself:

Community Member: "In my opinion, how well are current programs meeting this goal?"

Teachers/Students: "How well are my school's current programs meeting this goal?"

The answer to this question for each of the goals will provide the Board of Trustees, administrators and teachers with the information needed to revise existing programs and to develop new programs for the students of the district. When the results are examined, the district will interpret your statements in the following manner:

EXTREMELY POOR means:

I believe students are **not being taught** the skills necessary to meet this goal.
This goal is the school's responsibility but **almost nothing** is being done to meet this goal.

POOR means:

I believe programs designed to meet this goal are **weak.**
I believe that **much more effort** must be made by the school to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:

I believe present programs are **acceptable,** but I would like to see more importance attached to this goal by the school.
I would rate the school's job in this area as only **fair; more effort** is needed as far as I am concerned.

LEAVE AS IS means:

I believe the school is doing a **good job** in meeting this goal.
I am **satisfied** with the present programs which are designed to meet this goal.

TOO MUCH IS BEING DONE means:

I believe the school is already spending **too much** time in this area.
I believe programs in this area are **not the responsibility** of the school.

For Example:

If one believed that the goal "Learn How To Be A Good Citizen" is being met quite adequately, a circle would be drawn around the appropriate number on the scale. The circled number would then be placed in the score box.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	(11)	12	13	14	15	11

Phi Delta Kappa, Inc., P O Box 789, Bloomington, Indiana 47401 EQ Form 9

Goal Statements:

1. Learn how to be a good citizen

Similar Goals:

A. Develop an awareness of civic rights and responsibilities.
B. Develop attitudes for productive citizenship in a democracy.
C. Develop an attitude of respect for personal and public property.
D. Develop an understanding of the obligations and responsibilities of citizenship.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

2. Learn how to respect and get along with people who think, dress and act differently

A. Develop an appreciation for and an understanding of other people and other cultures.
B. Develop an understanding of political, economic, and social patterns of the rest of the world.
C. Develop awareness of the interdependence of races, creeds, nations, and cultures.
D. Develop an awareness of the processes of group relationships.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

3. Learn about and try to understand the changes that take place in the world

A. Develop ability to adjust to the changing demands of society.
B. Develop an awareness and the ability to adjust to a changing world and its problems.
C. Develop understanding of the past, identify with the present, and the ability to meet the future.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

4. Develop skills in reading, writing, speaking, and listening

A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

5. Understand and practice democratic ideas and ideals

A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our American heritage.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

6. Learn how to examine and use information

A. Develop abiiity to examine constructively and creatively.
B. Develop ability to use scientific methods.
C. Develop reasoning abilities.
D. Develop skills to think and proceed logically.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

7. Understand and practice the skills of family living

A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities as family members.
C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

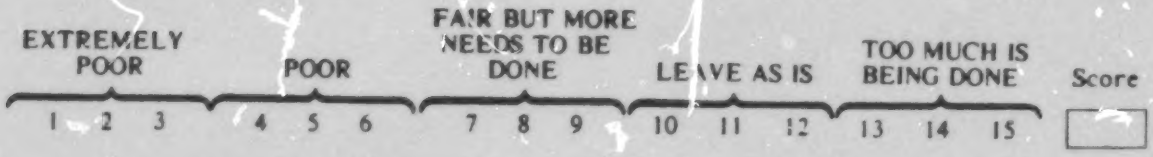
8. Learn to respect and get along with people with whom we work and live

A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

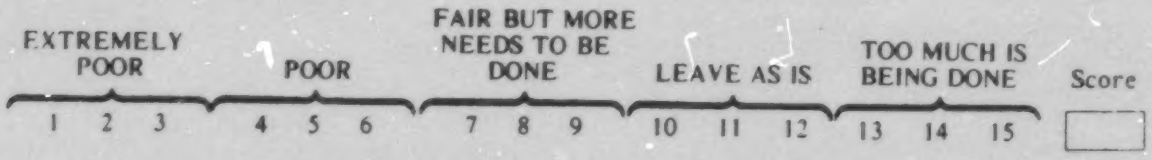
9. Develop skills to enter a specific field of work

A. Develop abilities and skills needed for immediate employment.
B. Develop an awareness of opportunities and requirements related to a specific field of work.
C. Develop an appreciation of good workmanship.



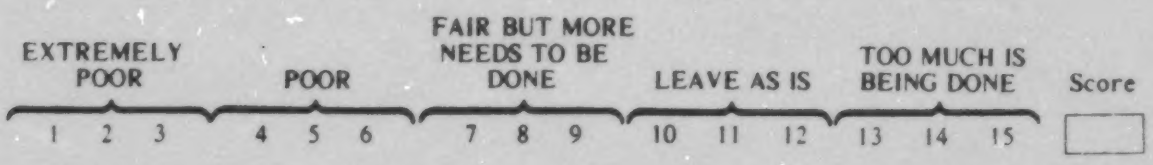
10. Learn how to be a good manager of money, property and resources

A. Develop an understanding of economic principles and responsibilities.
B. Develop ability and understanding in personal buying, selling and investment.
C. Develop skills in management of natural and human resources and man's environment.



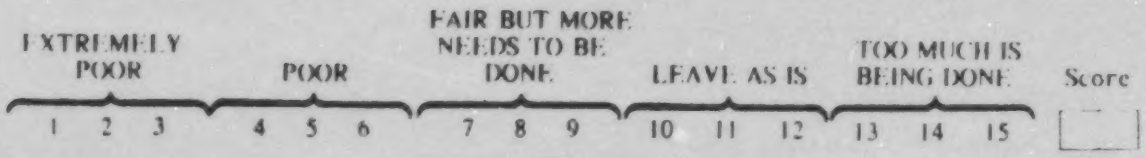
11. Develop a desire for learning now and in the future

A. Develop intellectual curiosity and eagerness for lifelong learning.
B. Develop a positive attitude toward learning.
C. Develop a positive attitude toward continuing independent education.



12. Learn how to use leisure time

A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.



13. Practice and understand the ideas of health and safety

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information.
D. Develop a concern for public health and safety.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

14. Appreciate culture and beauty in the world

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self - expression through various media (art, music, writing, etc.).
D. Develop special talents in music, art, literature, and foreign languages.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

15. Gain information needed to make job selections

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

16. Develop pride in work and a feeling of self-worth

A. Develop a feeling of student pride in his achievements and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling of positive self-worth, security and self-assurance.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

17. Develop good character and self-respect

A. Develop moral responsibility and sound ethical and moral behavior.
B. Develop the student's capacity to discipline himself to work, study and play constructively.
C. Develop a moral and ethical sense of values, goals and processes of free society.
D. Develop standards of personal character and ideas.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

18. Gain a general education

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
B. Develop a fund of information and concepts.
C. Develop special interests and abilities.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

II. Procedures Used to Sample Minneapolis School Personnel, Community Members, and Students

In Minneapolis, school personnel, community members, and students were involved in the goals ranking and effectiveness rating procedure. The Secondary School Planning Committee and the Elementary School Assembly, composed of teacher representatives selected by the faculty of each school, were the first goal ranking participants, in January 1973. Elementary and secondary principals, elementary consultants and the All-City Student Council ranked the goals in February 1973. In March 1973, the first community members were selected to participate in the process. They were the parents of 123 elementary and secondary students in the Henry High School district.

Procedures used to select parents were the same for each high school district. First, student names were randomly selected from a list of all elementary and secondary students in each district. Letters then were sent to the parents of these students inviting them to participate in the goals process. Parents who indicated, on a return postcard included with the letter, that they wanted to participate were sent a second letter with specific information and a list of the 18 goal statements. Sample letters are shown on pages 13 and 14.

The number of parents selected varied considerably among the first three participating high school communities (Henry, Southwest, Central) and the communities involved later on. Letters were sent to the parents of 123 students in the Henry area but because community response was small the number of letters was increased to 150 when the Southwest community participated in May 1973. This number was further increased to 200 at Central High School. Finally, it was decided to select every 22nd student from the school lists of each district, or about 300 students from each of the seven remaining high schools.

Sample Letter to Parents Inviting Them to Participate in the Goals Ranking Procedure

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413

JOHN B. DAVIS, JR.
Superintendent of Schools
TELEPHONE 612/348-6084

November 1, 1973

We would like to have you help the Minneapolis Public Schools review their goals and objectives. Your child's name was drawn at random from the enrollment list along with 300 other elementary and secondary students in the Washburn High School area. The parents of these students will join you in an interesting, important and enjoyable evening of giving direction to our school system. In this way, our school can be more responsive to your needs.

The "planning session" is one worked out by an educational research organization. It is simple and you needn't be knowledgeable about school issues. Participants in groups of four will rank 18 goals in the order of importance as they see them. For example, which is more important, the learning of good citizenship or job skills? Reading ability or social ability? You will also be able to add goals of your own and to say how well you think the schools are meeting each goal.

The meeting will be held on Tuesday, November 20, 1973 at 7:15 p.m. It will be held in the Student Lunchroom at Washburn High School. Both parents or either parent may participate.

Please take a moment and indicate on the enclosed card whether you will join in this important activity. Prior to the meeting you will receive an information packet describing further what is involved. Won't you come and help us in the decision-making process?

If you have any questions, please call Mr. George Dahl at 348-6076.

Very sincerely,

John B. Davis, Jr.
Superintendent of Schools

JBD:ghd:hr
Enclosure

Sample Letter to Parents Who Agreed to Participate
in the Goals Ranking Procedure

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413

JOHN B. DAVIS, JR.
Superintendent of Schools
TELEPHONE 612/348-6084

We appreciate your response to our request and are looking forward to seeing you at our first meeting to be held Tuesday, November 20 at 7:15 p.m. in the Student Lunchroom at Washburn High School.

As was stated in the first letter, the purpose of the meeting is for you, along with other community members, to rank a series of goals in order of their importance.

Enclosed with this letter is a list of 18 Goal Statements, which will be used as a basis for the ranking. These goals have been carefully selected, and we believe they cover all areas of education. The goals are not listed in any order of importance. We ask you to do three things prior to the meeting:

1. If there are educational goals that you believe are important but not included in the list, make a note of them and bring them to the meeting.
2. We encourage you to discuss the goals with your friends and neighbors to get an idea of the goals they believe are important for the educational program for our schools.
3. Think about how well you feel the schools are meeting these goals.

The agenda for the first meeting will include:

1. Welcome, information and directions for the evening.
2. Ranking of goals by each individual.
3. Small group meetings to discuss and reach agreement on importance of goals.
4. Totaling of results from small groups.
5. Final ranking of goals.
6. Assessment of how well our schools are meeting these goals.

If you have any questions regarding the goals or the procedures for the meeting, please call 348-6076.

Thank you again for your cooperation and assistance in this most valuable activity.

Sincerely,

G H Dahl

George H. Dahl
Office of Instruction

GHD:hr
Enclosure

All parents were not involved because goal setting materials and staff were not available to handle larger groups.

In the fall of 1973, the remaining seven high school communities, school counselors, the West and Roosevelt High School faculties, and the Keewaydin and Burroughs Elementary School communities completed the process.

In December 1973 the first two classes of high school seniors participated. In order to obtain a representative sampling of student opinion it was decided to select one social studies class in each school because attendance in social studies was a subject required of all students. The other 11 student groups included in this report completed the goals process in January and February 1974. Most students involved were seniors, but a small number of juniors also participated.

Table 1, page 16, shows the number of people, the number of small groups, and the dates of participation for the various school, community and student groups.

In Section III of this report the rankings of the eighteen goals, according to their importance, are given for school personnel, community members, and students.

Table 1

Participants Involved in Ranking Goals

Group	Number of Groups (usually four people to a group)	Number of Participants	Date
Community			
Burroughs Elementary	19	86	10/1/73
Central High	5	18	5/8/73
Edison High	16	62	10/2/73
Henry High	5	18	3/29/73
Keewaydin Elementary	24	96	10/9/73
Marshall-University High	10	41	11/8/73
North High	3	13	11/29/73
Roosevelt High	16	64	9/25/73
South High	8	33	10/23/73
Southwest High	14	57	5/3/73
Washburn High	19	78	11/20/73
West High	16	64	11/15/73
Community Sub Total	155	630	
School Personnel			
Elementary Consultants	5	17	2/21/73
Counselors	16	64	10/30/73
Elementary Teachers (ESA)[a]	18	69	1/27/73
Elementary Principals	18	70	2/21/73
May Faculty (Elementary)	9	36	4/73
Jefferson Faculty (Secondary)	11	45	4/73
Roosevelt Faculty (Secondary)	20	80	9/25/73
Schiller Faculty (Elementary)	4	16	5/15/73
Secondary Principals	17	66	2/21/73
Secondary Teachers (SSPC)[b]	8	50	1/13/73
Waite Park Faculty (Elementary)	5	20	5/22/73
West Faculty (Secondary)	10	36	9/11/73
School Personnel Sub Total	141	569	
Students			
All-City Student Council	6	23	2/6/73
Free School	3	11	1/29/74-1/30/74
Jefferson Junior High	6	25	2/8/74
Edison High	5	19	1/17/74
Henry High	6	25	1/14/74
Marshall-University High	6	23	2/12/74
North High	4	15	1/15/74
Roosevelt High	4	18	12/3/73-12/4/73
South High	5	23	1/31/74
Southwest High	6	25	12/10/73
Vocational High	5	20	1/17/74
Washburn High	7	25	1/17/74
West High	6	24	1/30/74-1/31/74
Work Opportunity Center	8	31	2/11/74
Student Sub Total	77	307	
Total	373	1,506	

[a] Elementary School Assembly

[b] Secondary Schools Planning Committee

III Rankings of Educational Goals by School Personnel, Community Members, and Students

Table 2, page 18, shows the priorities given to each of the eighteen goals by the combined sample of 1,506 school personnel, community members, and students. Each group received an equal weight in determining the overall rankings. That is, students, community people, and school personnel each contributed one-third to the overall ranking even though the number of people in each of the three groups varied. This overall--or combined--ranking was obtained from the unweighted average of the ranks of the three groups.

The number of groups, the number of people, and the schools or communities involved in making the priority rankings are given in Table 1, page 16. All rankings made through February 1974 are included.

The goal ranked first (Develop skills in reading, writing, speaking, and listening) is the goal which the combined sample of community, school, and student participants felt was the most important educational goal for the Minneapolis Public Schools. The goal ranked 18 (Understand and practice the skills of family living) is the goal which the combined sample felt was the least important of the eighteen goals for the Minneapolis Public Schools. Goal 18 may still be an important educational goal! However, it was considered relatively less important than the seventeen other goals by this group of rankers. How much less important goal 18 is than goal 1 cannot be determined from this ranking procedure.

This ranking of educational goals made through the joint efforts of school and community should help dispel the fears of some educators tha such an approach would result in a narrow view of education. To be sure, reading and writing is ranked first, but there is little evidence from the other ranks to suggest that public education should be limited to skills training.

Table 2

Priority Ranks of Educational Goals Made by Minneapolis School Personnel Community Members, and Students Through February 13, 1974

Priority Rank		Goal
1	D	Develop skills in reading, writing, speaking, and listening
2	P	Develop pride in work and a feeling of self-worth
3.5	R	Gain a general education
3.5	H	Learn to respect and get along with people with whom we work and live
5	K	Develop a desire for learning now and in the future
6	Q	Develop good character and self-respect
7	B	Learn how to respect and get along with people who think, dress and act differently
8	F	Learn how to examine and use information
9	C	Learn about and try to understand the changes that take place in the world
10	J	Learn how to be a good manager of money, property and resources
11	A	Learn how to be a good citizen
12	N	Appreciate culture and beauty in the world
13	O	Gain information needed to make job selections
14	I	Develop skills to enter a specific field of work
15	M	Practice and understand the ideas of health and safety
16	L	Learn how to use leisure time
17	E	Understand and practice democratic ideas and ideals
18	G	Understand and practice the skills of family living

Rank 1 = Highest priority goal

Rank 18= Lowest priority goal

.5 indicates tied ranks

Numbers of Rankers

Community Members	= 630
School Personnel	= 569
Students	= 307
Total	1,506

Priority ranks are based on unweighted average ranks of the three groups.

Among the top six ranks one finds an emphasis on pride in work, respect for others, desire for learning, character and self-respect (as well as reading, writing, speaking, listening and gaining a general education).

Goals more closely related to specific skills or knowledge acquisition seem to be clustered in the lower ranks. Thus relatively low ranks are given to developing job skills, acquiring job information, and practicing skills of family living.

Based on this combined ranking, educational goals related to attitudes--the so called affective goals--appear to be at least as important as goals related to skills and knowledge acquisition, with the exception of the goal of reading, writing, speaking and listening.

Does the combined ranking give an accurate picture of how community participants felt? How much agreement was there among school personnel, parents,and students? These questions are answered in the next section.

IV. How Closely did School Personnel, Community Participants and Students Agree in Their Rankings of Educational Goals?

The combined ranking of school, community, and student participants presented in the previous section obscures the individual ranks of each group. In this section, ranking of educational goals for each group is presented.

Exhibits 1 through 18 give a graphic picture of how each group ranked each goal. Considerable agreement in the rankings made by school personnel, community, and students was observed.[4]

Ranks are listed down the left hand side of each exhibit with rank 1 at the top of the page. The higher the bar, the more important the goal, since a rank of 1 was given to the goal having the highest priority.

The overall, or combined, rank for the three groups is shown by a circle around the appropriate rank. Priority ranks assigned by each of the groups are indicated by a bar. The rank assigned by a group is shown at the top of the bar for that group.

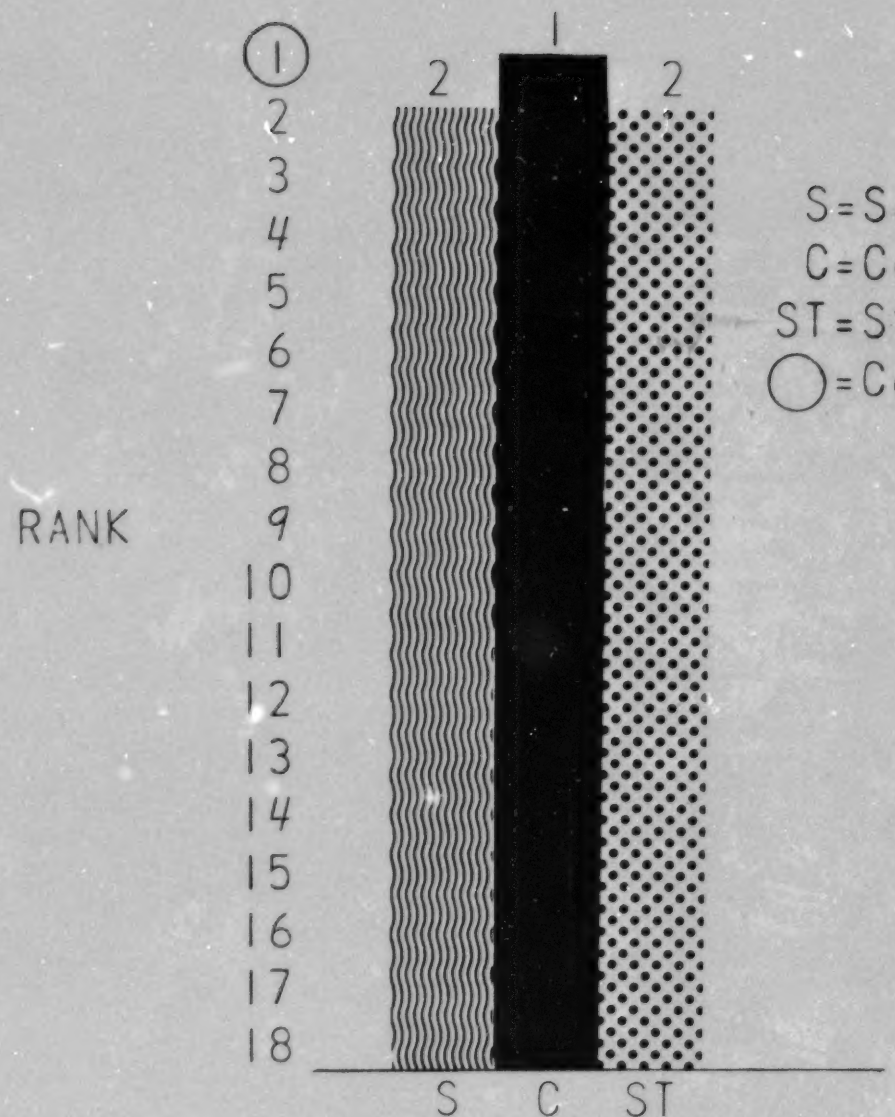
Exhibits 1-18 are arranged in descending order with the highest priority goal presented as Exhibit 1 and the lowest priority goal presented as Exhibit 18.

---

[4] Spearman rank difference correlation coefficients for the three comparisons were:

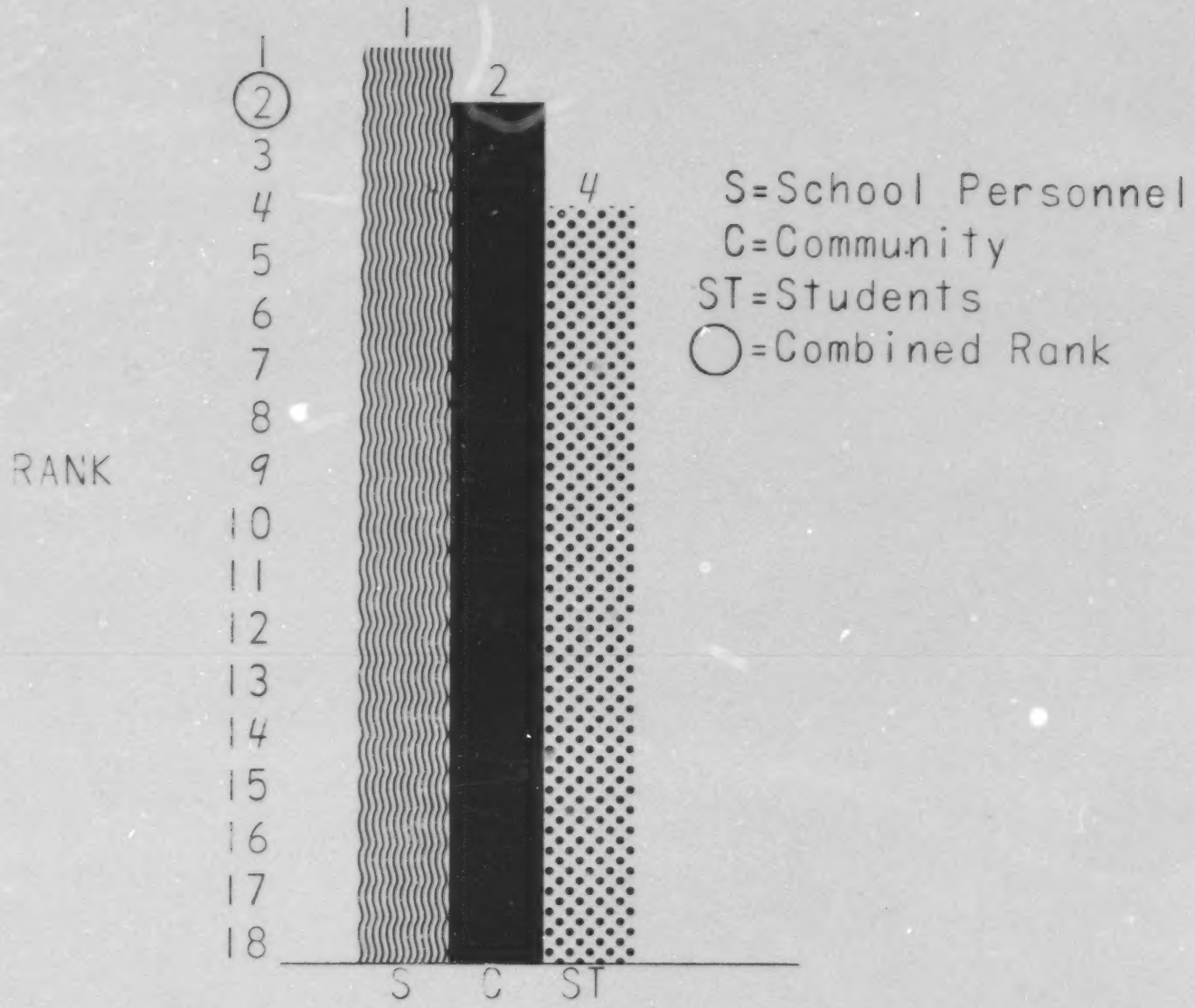
School personnel and community	.88
Community and pupils	.79
School personnel and pupils	.71
Coefficient of concordance	.86

EXHIBIT I



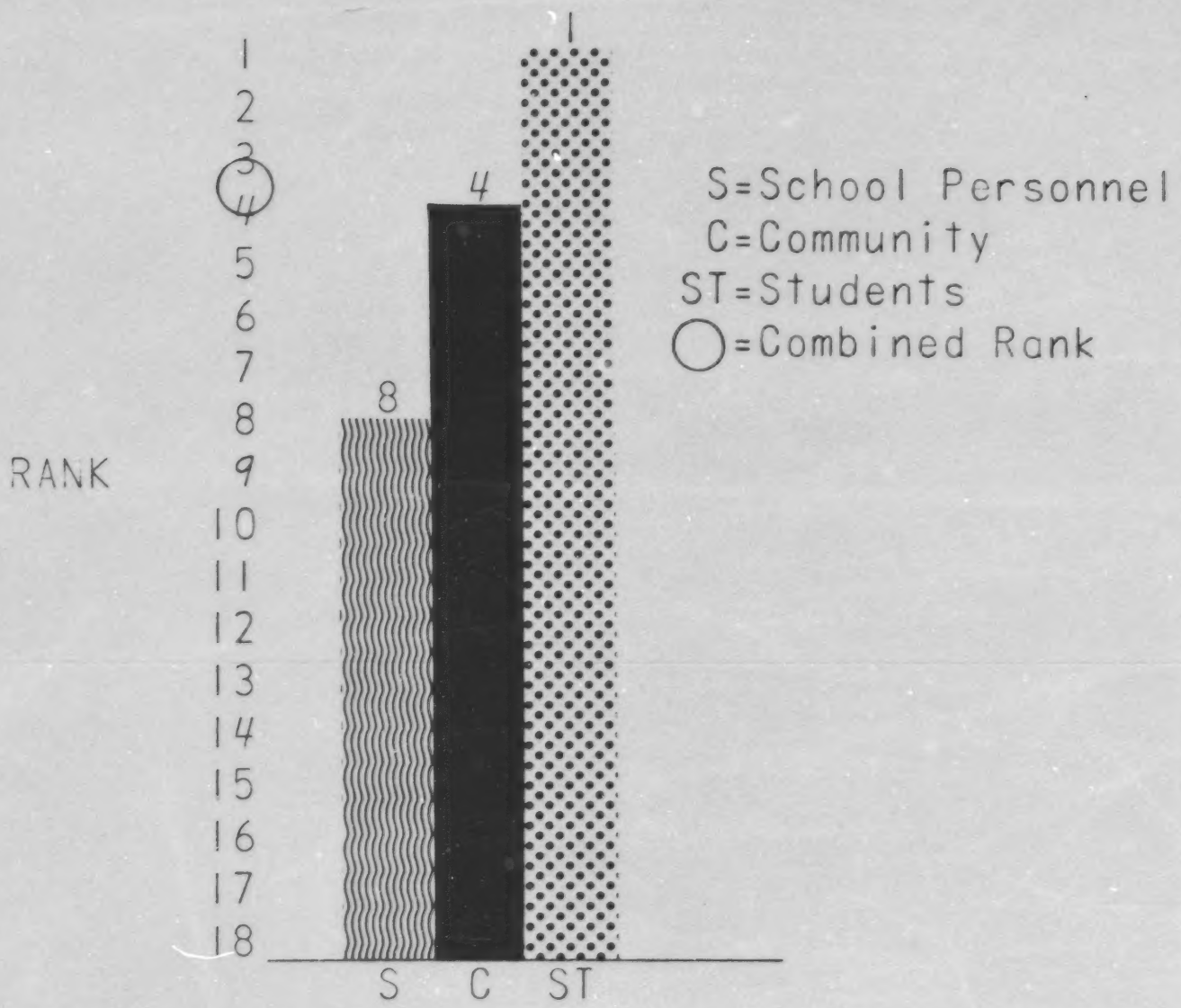
GOAL: Develop skills in reading, writing, speaking, and listening

EXHIBIT 2



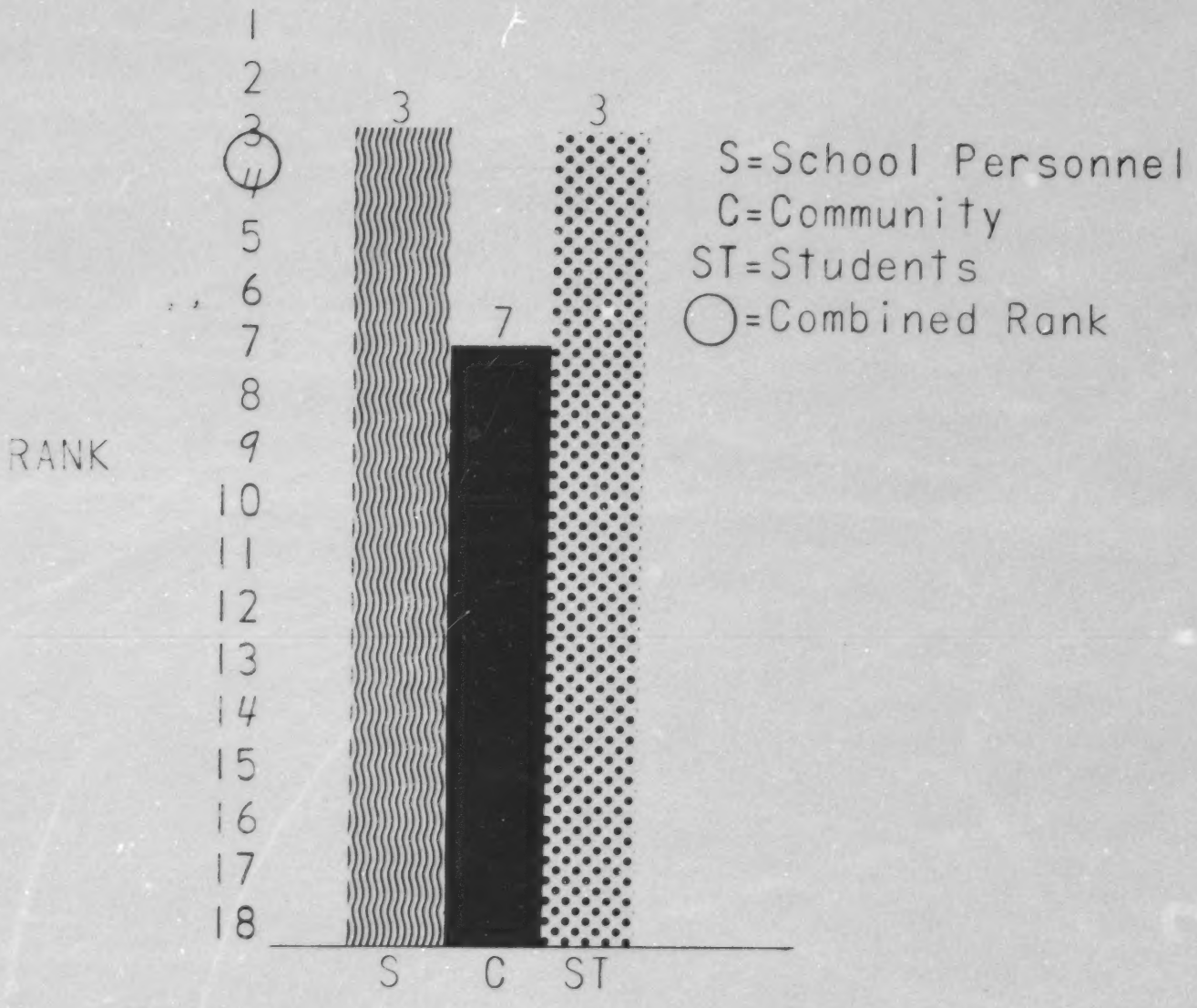
GOAL: Develop pride in work and a feeling of self-worth

EXHIBIT 3



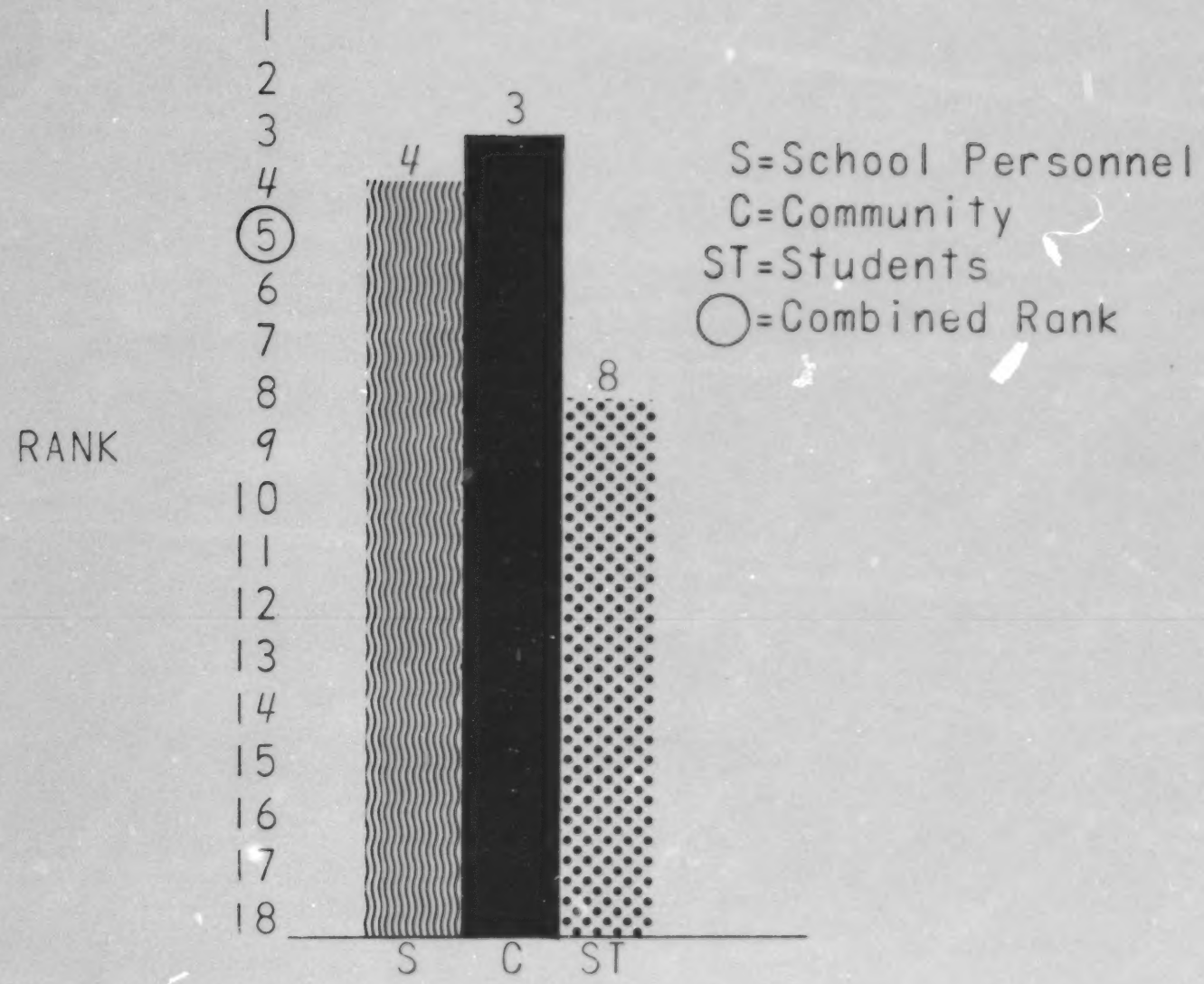
GOAL: Gain a general education

EXHIBIT 4



GOAL: Learn to respect and get along with people with whom we work and live

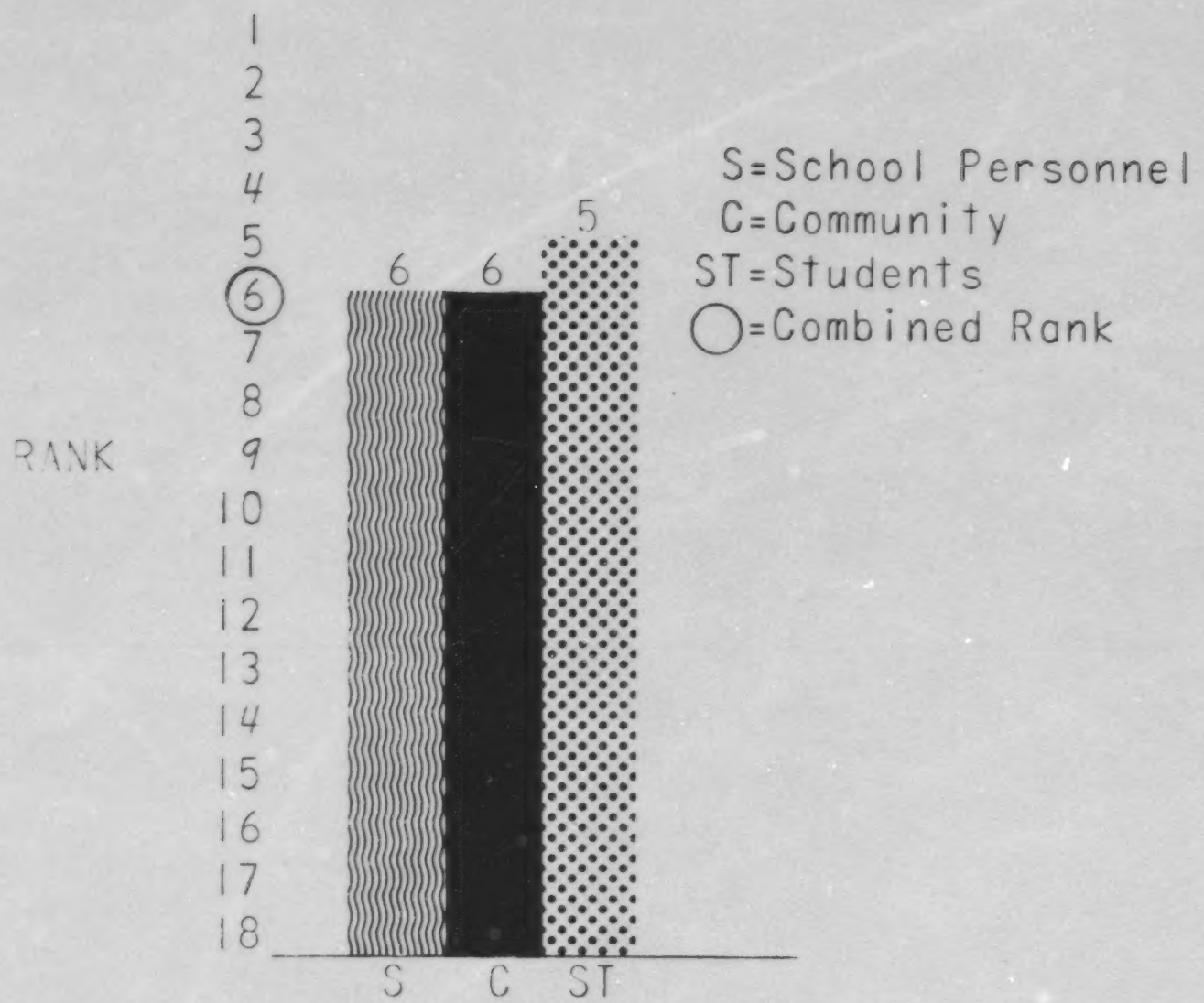
EXHIBIT 5



GOAL: Develop a desire for learning now and in the future

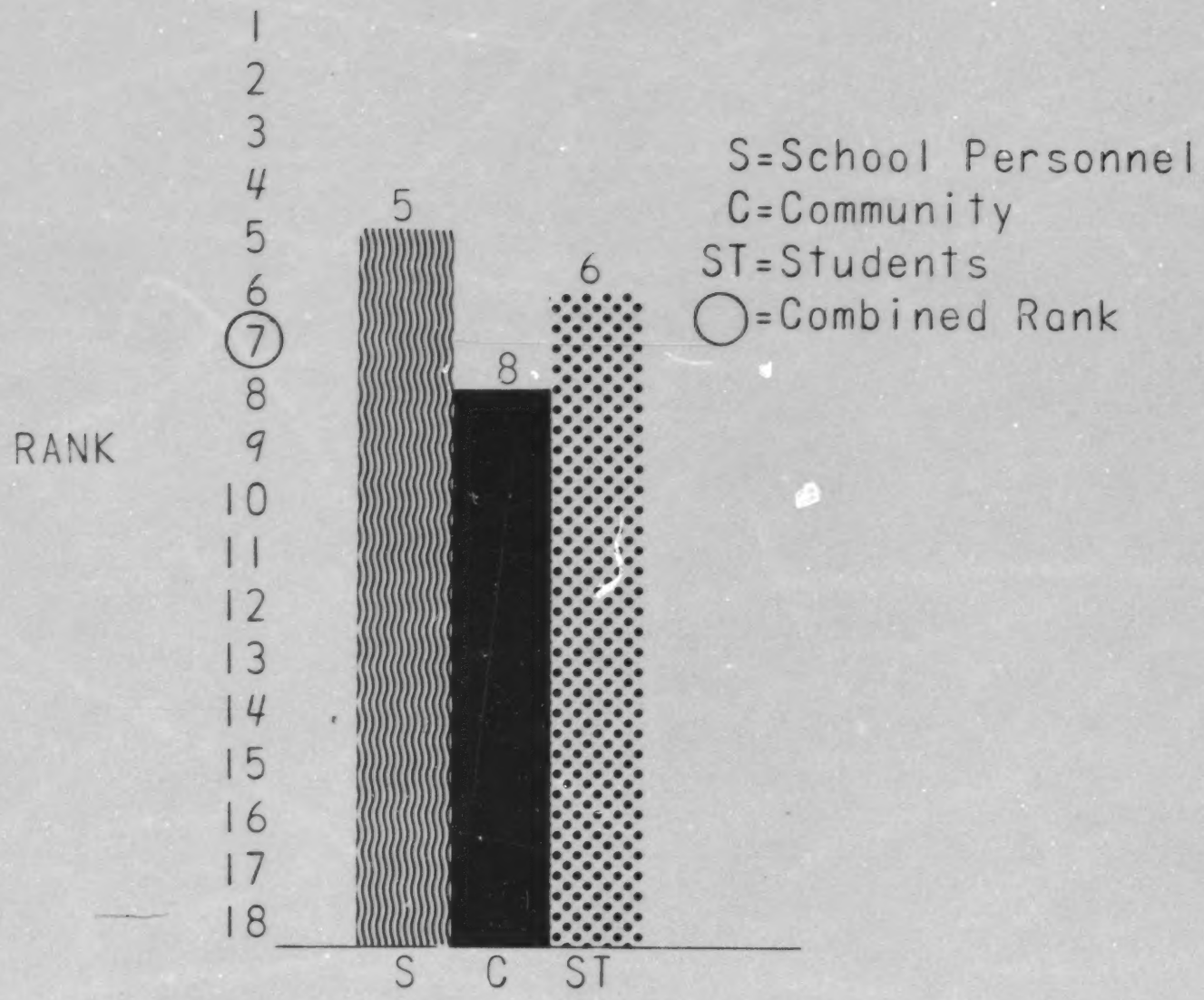
31

EXHIBIT 6



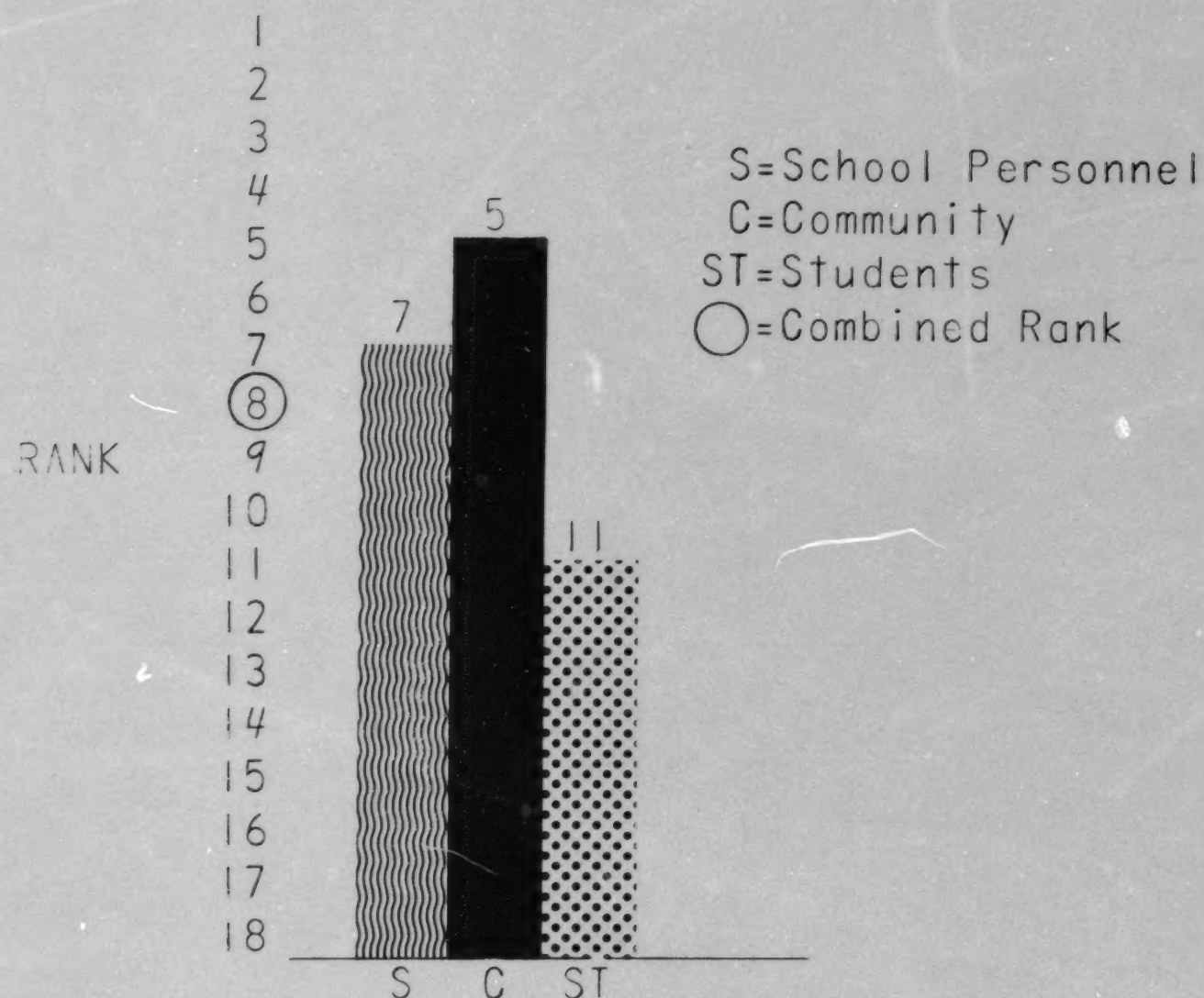
GOAL: Develop good character and self-respect

EXHIBIT 7



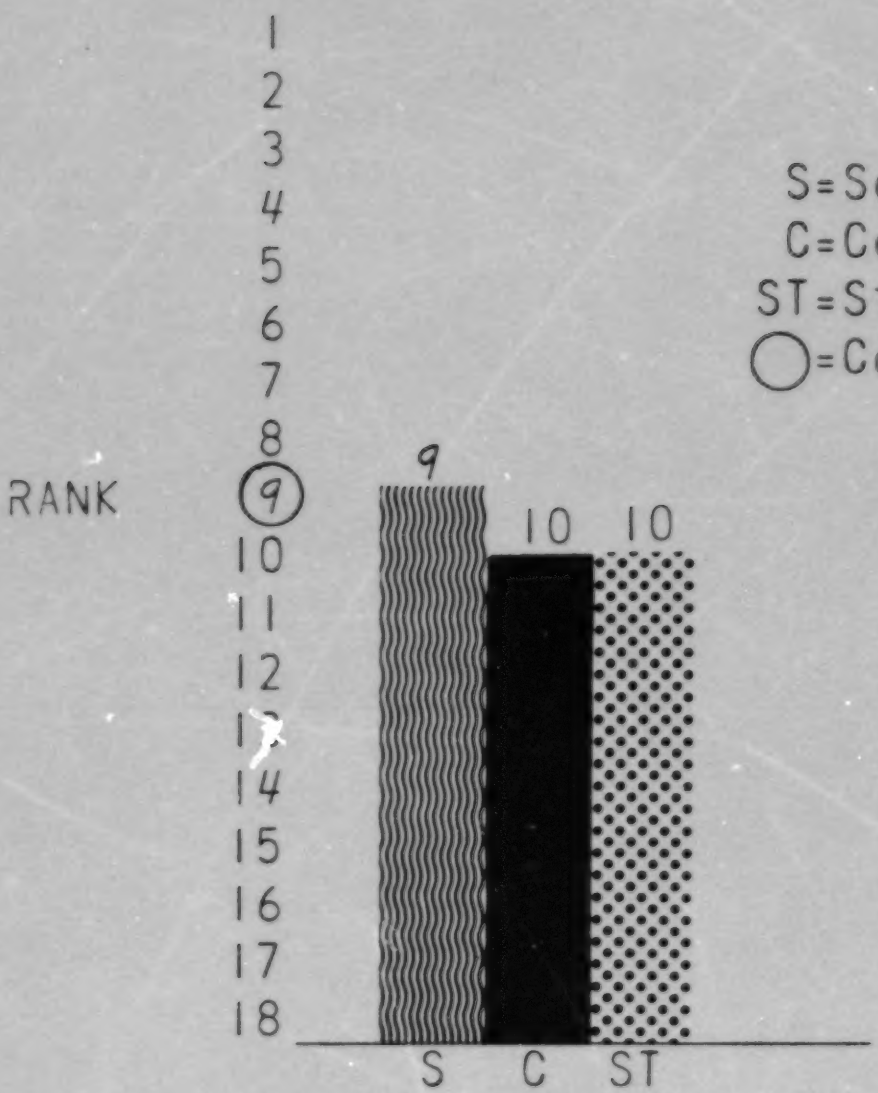
GOAL: Learn how to respect and get along with people who think, dress and act differently

EXHIBIT 8



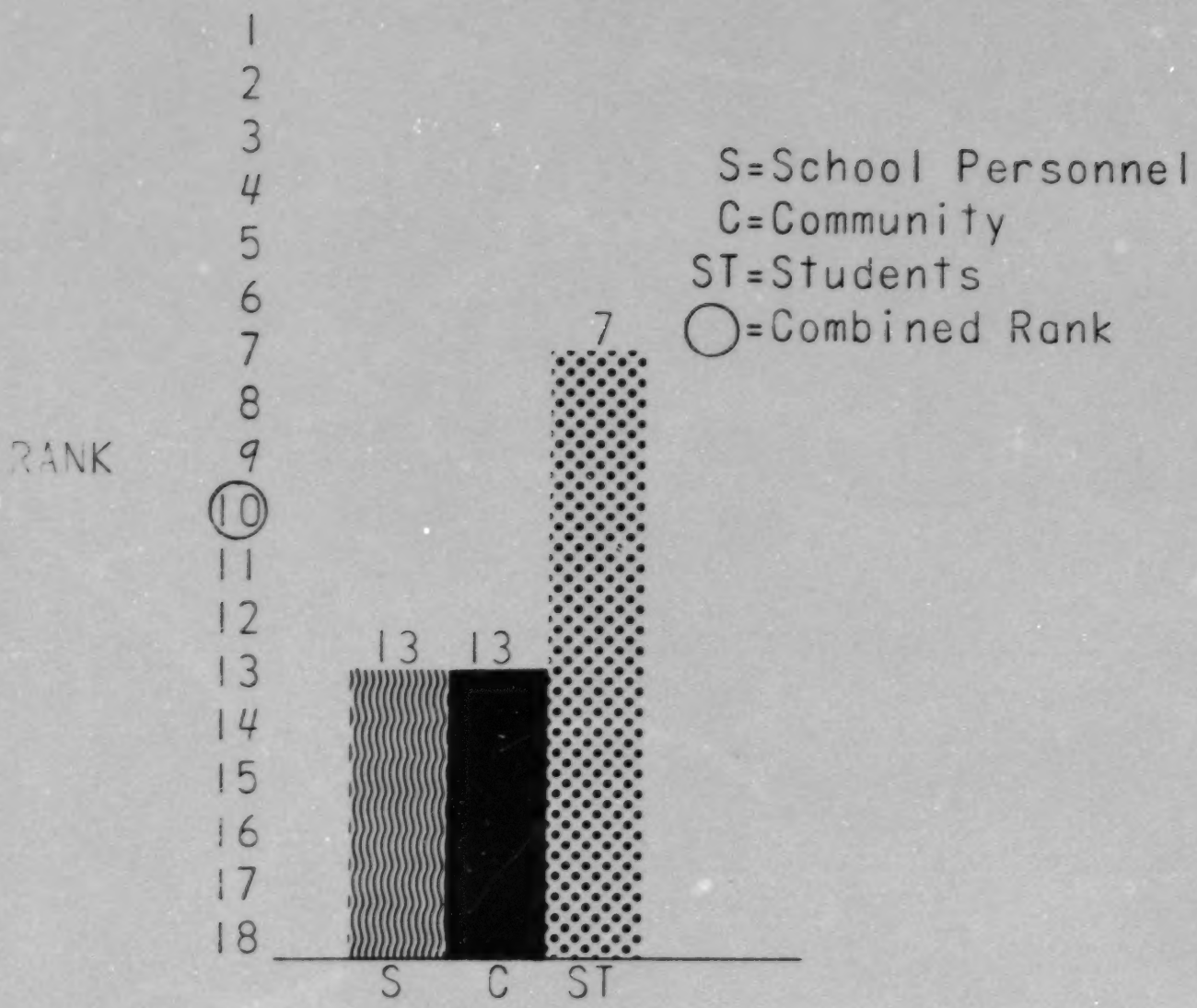
GOAL: Learn how to examine and use information

EXHIBIT 9



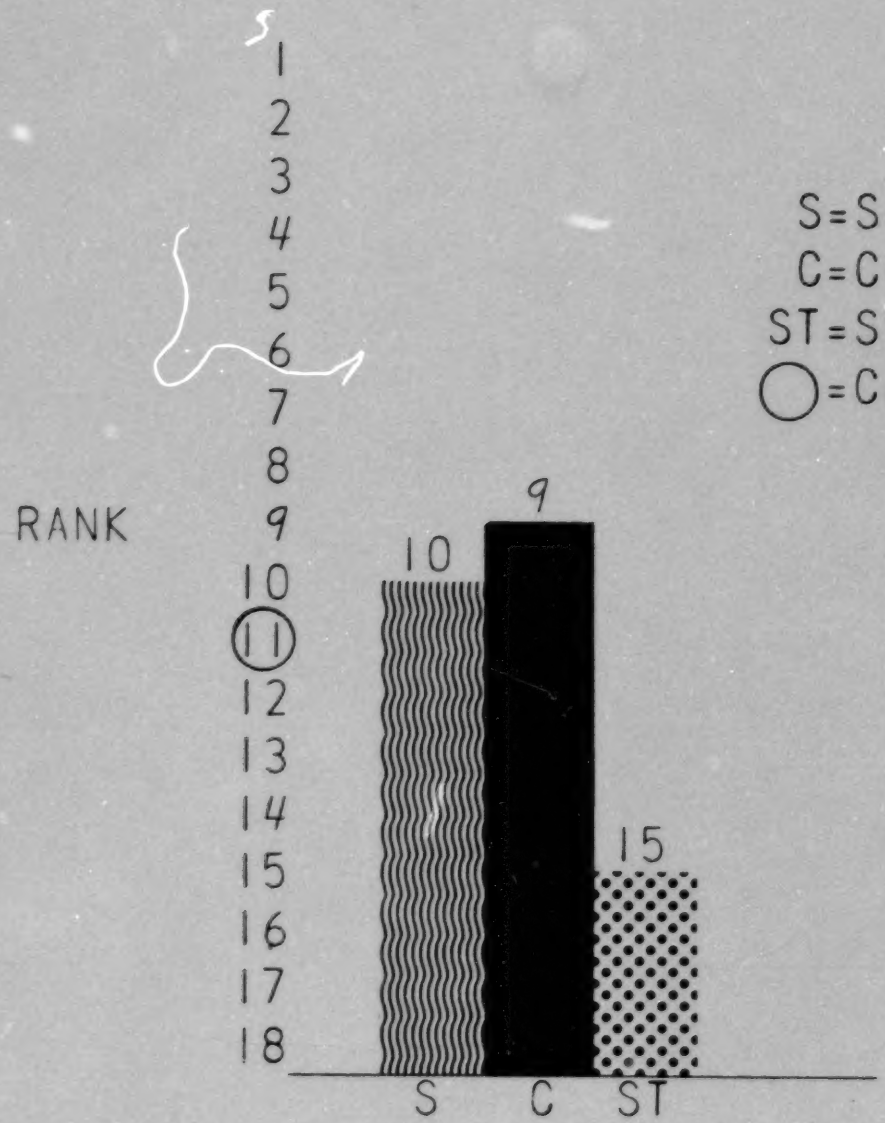
GOAL: Learn about and try to understand the changes that take place in the world

EXHIBIT 10



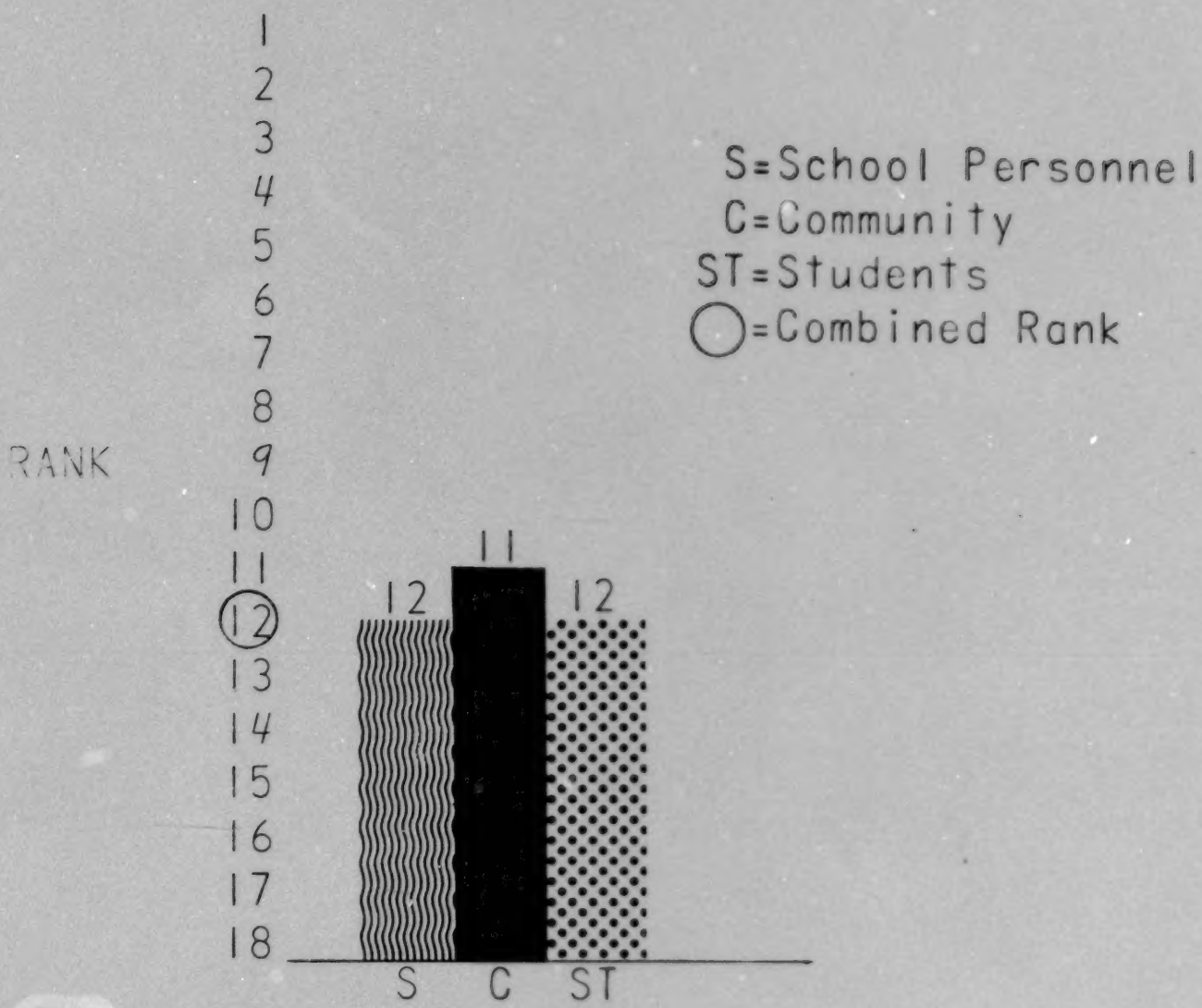
GOAL: Learn how to be a good manager of money, property and resources

EXHIBIT II



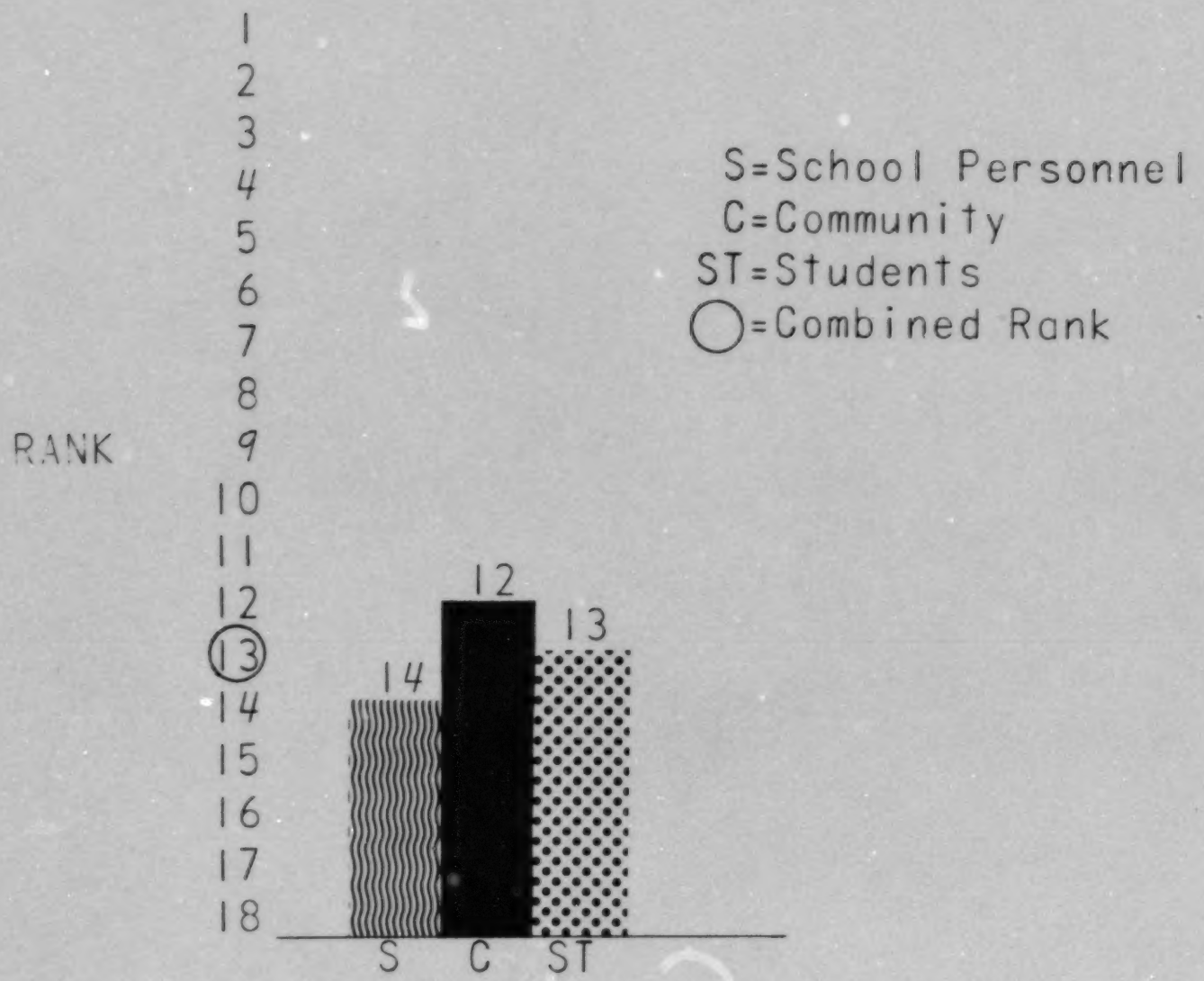
GOAL: Learn how to be a good citizen

EXHIBIT 12



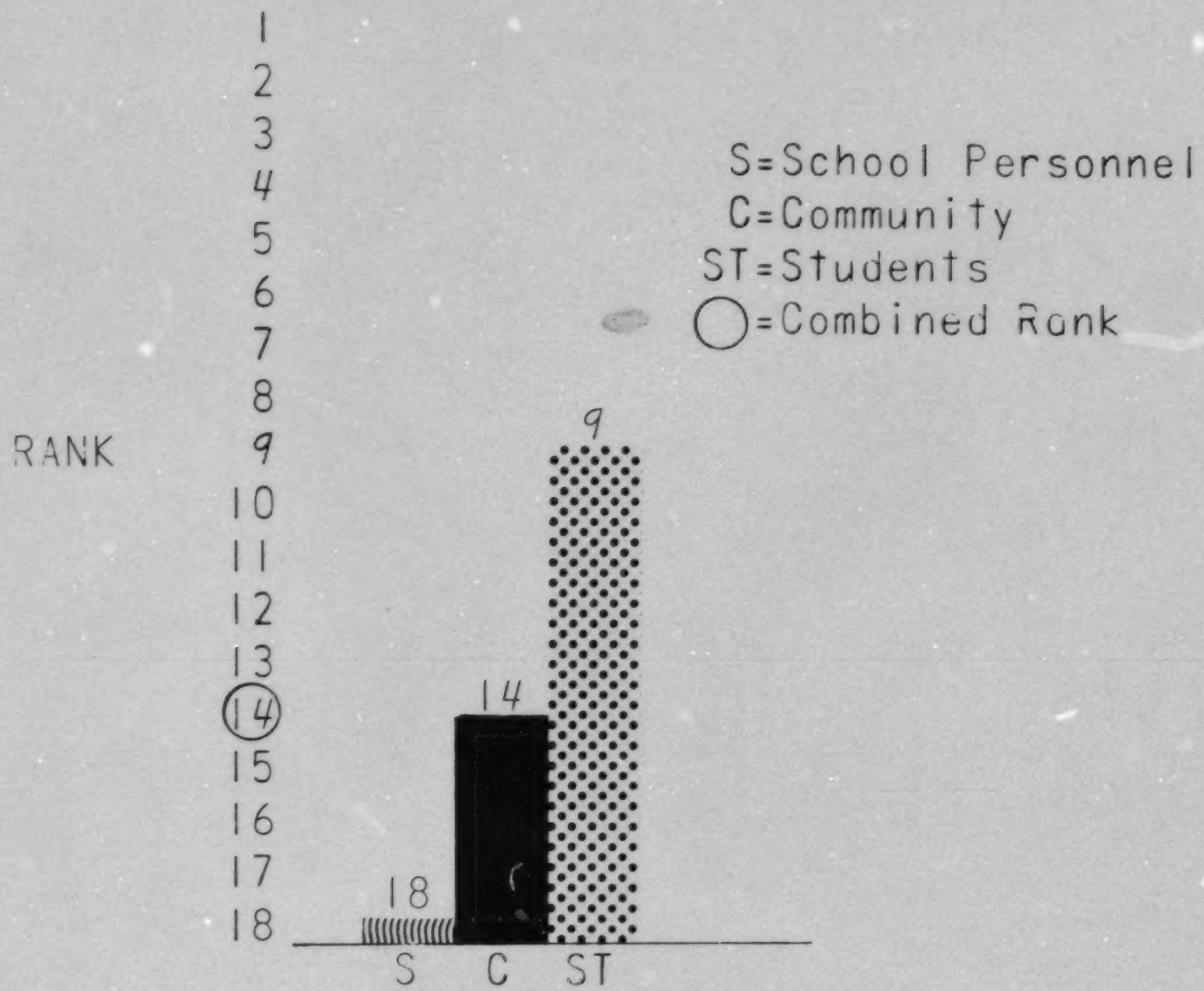
GOAL: Appreciate culture and beauty in the world

EXHIBIT 13



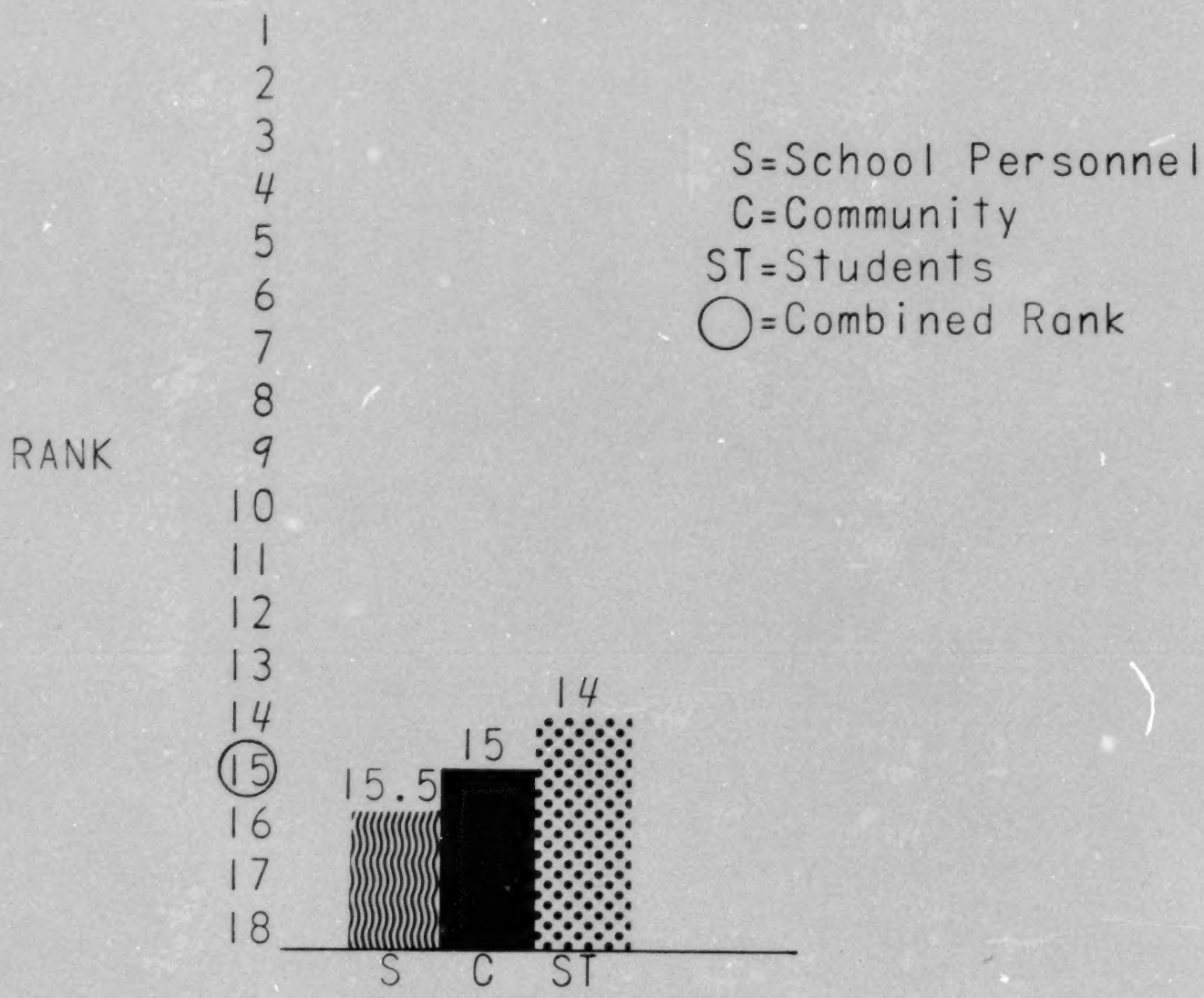
GOAL: Gain information needed to make job selections

EXHIBIT 14



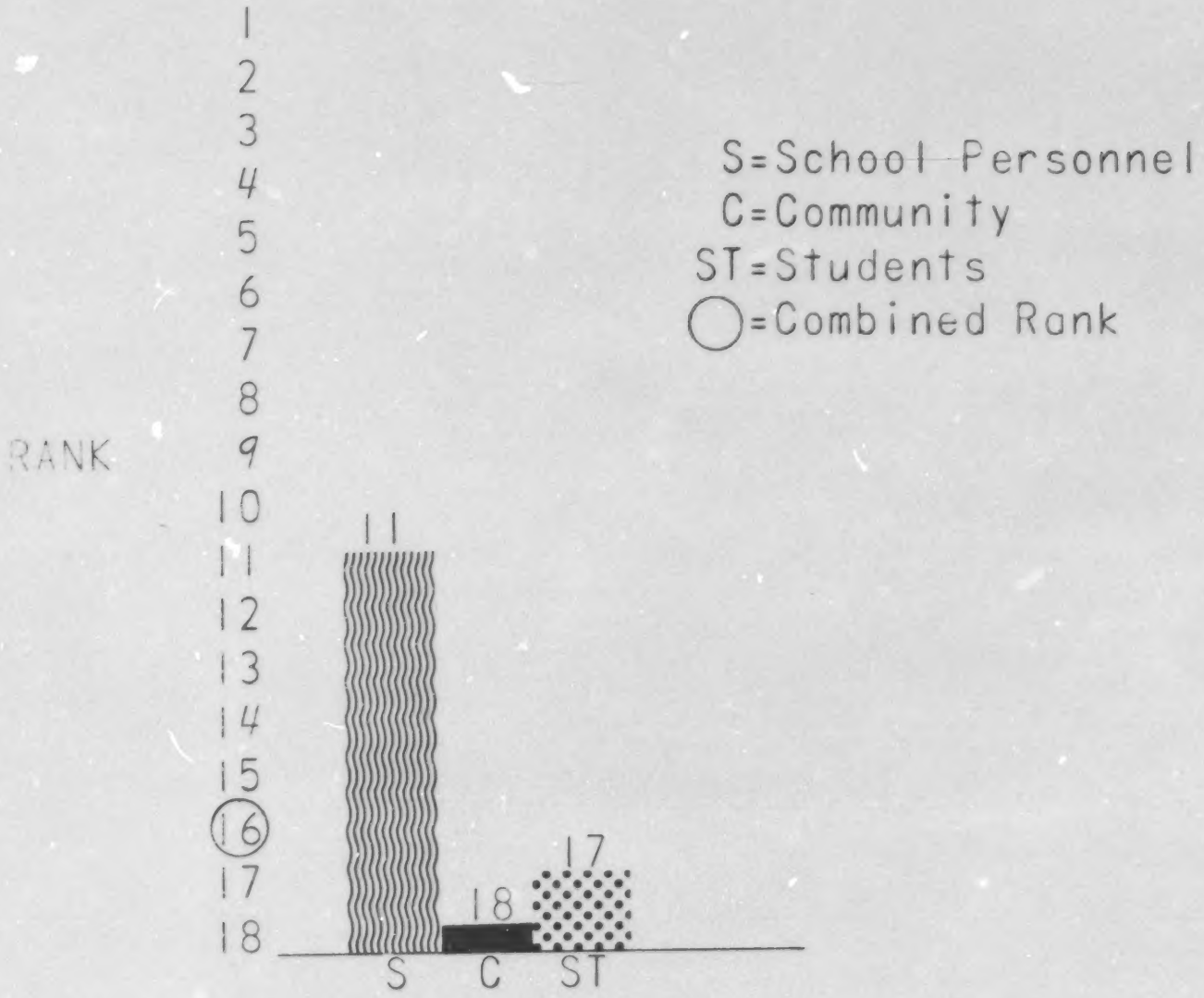
GOAL: Develop skills to enter a specific field of work

EXHIBIT 15



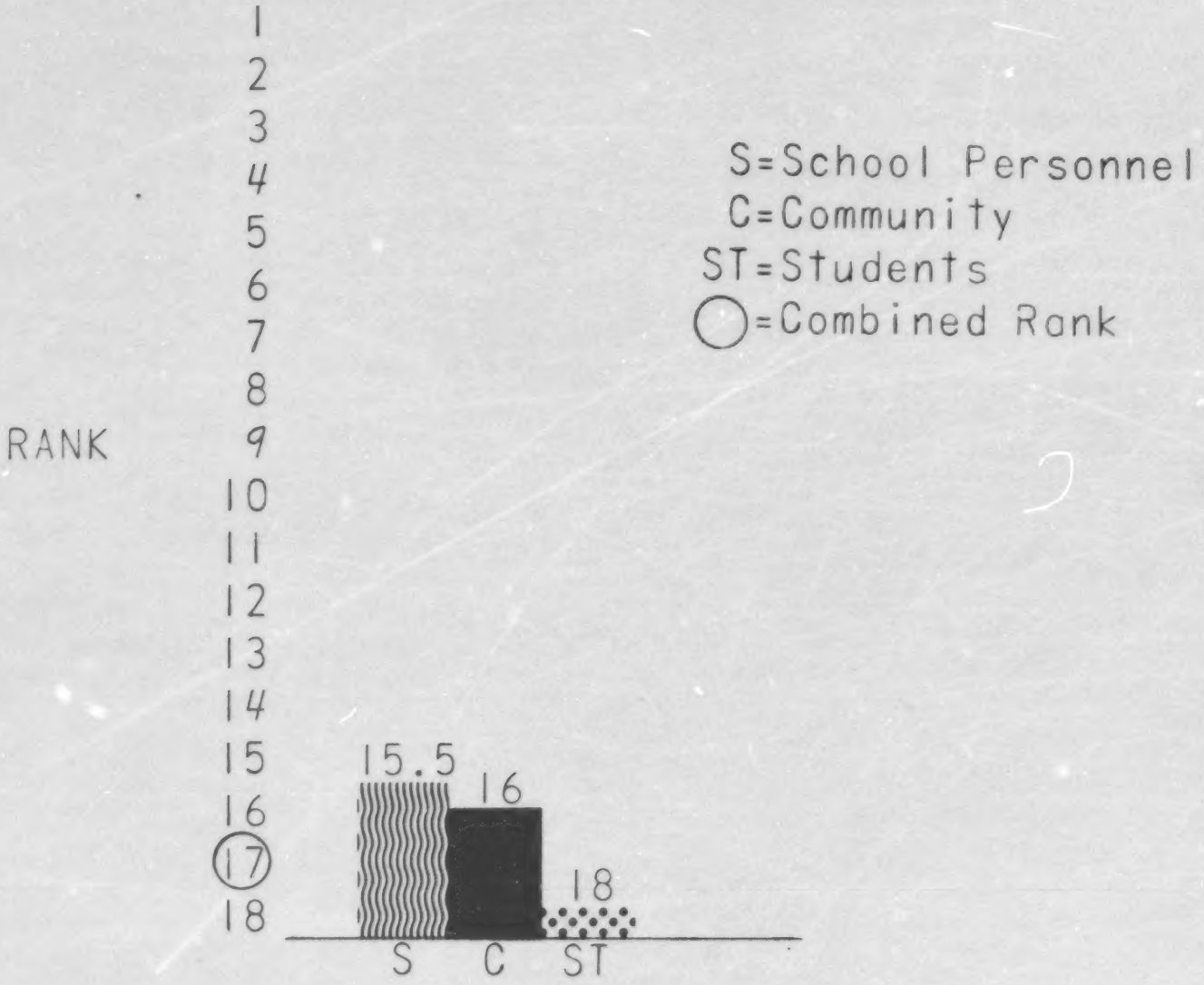
GOAL: Practice and understand the ideas of health and safety

EXHIBIT 16



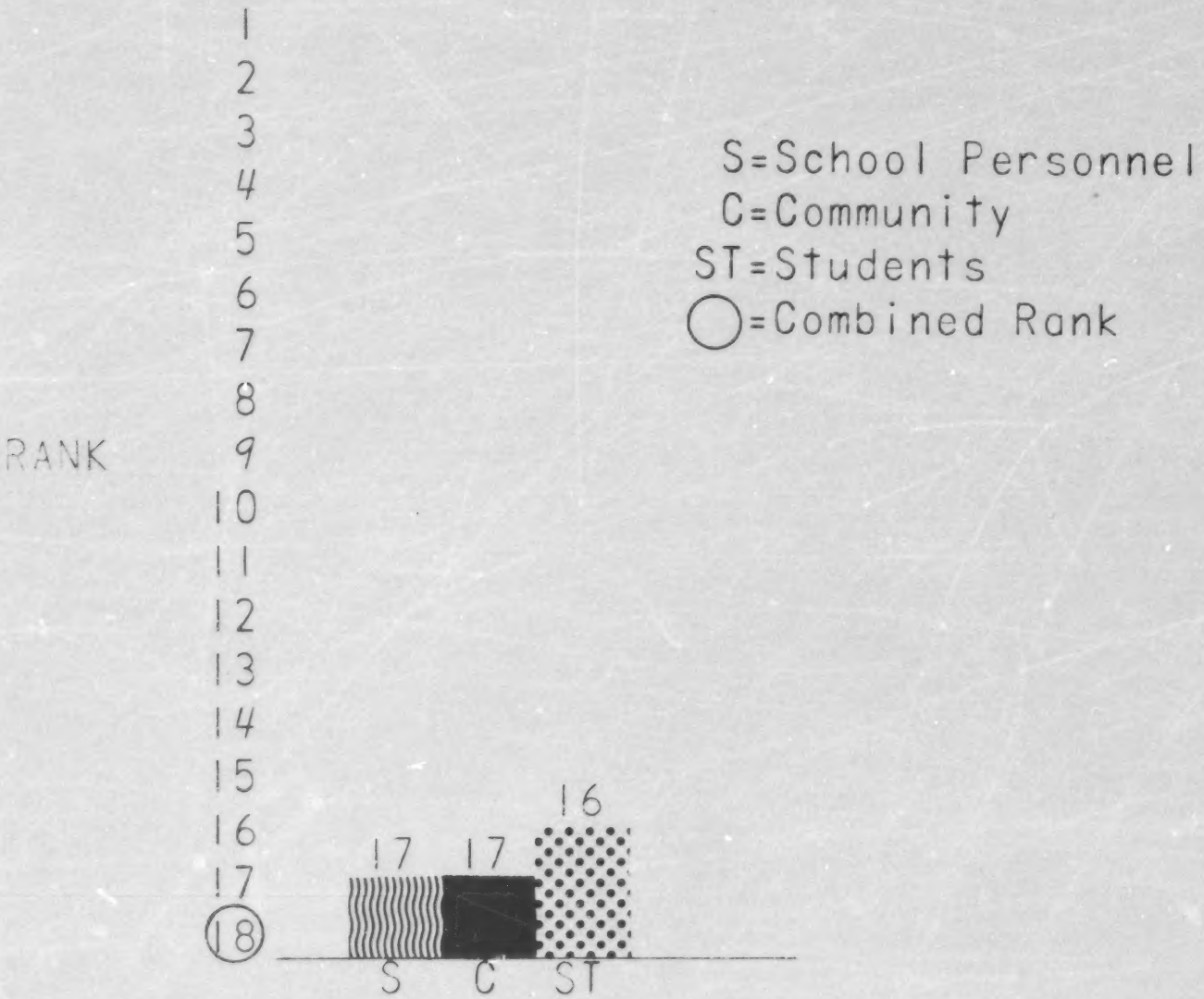
GOAL: Learn how to use leisure time

EXHIBIT 17



GOAL: Understand and practice democratic ideas and ideals

EXHIBIT 18



GOAL: Understand and practice the skills of family living

For discussion purposes it may be convenient to divide the eighteen goals into three groups of six each and to think of goals ranked 1-6 as relatively high priority goals, of goals ranked 7-12 as moderate priority goals, and of goals ranked 13-18 as relatively low priority goals. Using these arbitrary definitions, and considering the rankings as indicating relatively good agreement if the range of ranks among the three groups is four or less, the following picture emerges:

There was relatively good agreement on four high priority goals:

- Develop skills in reading, writing, speaking, and listening (Combined Rank-1)
- Develop pride in work and a feeling of self-worth (Combined Rank-2)
- Learn to respect and get along with people with whom we work and live (3.5)
- Develop good character and self-respect (6)

There was relatively good agreement on four low priority goals:

- Understand and practice the skills of family living (18)
- Understand and practice democratic ideas and ideals (17)
- Practice and understand the ideas of health and safety (15)
- Gain information needed to make job selections (13)

There was relatively good agreement on three goals of moderate priority:

- Learn how to respect and get along with people who think, dress and act differently (7)
- Learn about and try to understand the changes that take place in the world (9)
- Appreciate culture and beauty in the world (12)

There was disagreement about the priority rankings of seven goals:

- Develop a desire for learning now and in the future (5)
- Develop skills to enter a specific field of work (14)
- Learn how to examine and use information (8)
- Learn how to use leisure time (16)

- Gain a general education (3.5)
- Learn how to be a good citizen (11)
- Learn how to be a good manager of money, property and resources (10)

Did the disagreement on these seven goals result from greatly different rankings given by educators and parents? By parents and students? By educators and students? Or did all three groups disagree about the relative importance of some goals?

Table 3, page 41, shows the ranks for each group. The table below shows that parents and school personnel were in close agreement on four of these seven goals, parents and students agreed on one goal, and little agreement was found among the three groups on the two remaining goals.

Parents and educators placed more importance on desire for learning, learning how to use information, and citizenship and less importance on managing money than did students. Students placed more importance on managing money and resources (ecology?) than did parents and educators.

	Rank of:		
Goal	School	Parents	Students
Desire for learning	4	3	8
Use of information	7	5	11
Citizenship	10	9	15
Money Management	13	13	7

Parents and students placed less importance on learning how to use leisure time (ranks 18 and 17 respectively) than did school personnel (rank 11).

Table 3

Rankings of Educational Goals by
School, Community and Student Groups

	Goal	School (130 Groups)	Community (155 Groups)	Students (77 Groups)	All Participants (362 Groups)[a]
A	Good citizen	10	9	15	11
B	Respect people who think differently	5	8	6	7
C	Understand changes	9	10	10	9
D	Reading-writing	2	1	2	1
E	Democratic ideas	15.5[b]	16	18	17
F	Use information	7	5	11	8
G	Family living	17	17	16	18
H	Respect people we work with	3	7	3	3.5
I	Work skills	18	14	9	14
J	Money manager	13	13	7	10
K	Desire for learning	4	3	8	5
L	Leisure time	11	18	17	16
M	Health and safety	15.5	15	14	15
N	Culture-beauty	12	11	12	12
O	Job information	14	12	13	13
P	Pride in work	1	2	4	2
Q	Good character	6	6	5	6
R	General education	8	4	1	3.5

[a] Rank of unweighted averages of the ranks of the three groups

[b] .5=Tied ranks

Finally, little agreement was found for the goals of gaining a general education and developing skills to enter a specific field of work.

Goal	Rank of: School	Parents	Students
General education	8	4	1
Developing work skills	18	14	9

Possibly the variation in ranking general education resulted from uncertainty about what that term means. The three groups may have defined it differently. But developing skills to enter a specific field of work appears clear and the difference in importance to students and school personnel--the largest difference observed in this study--deserves further consideration.

In summary, it appears that these school personnel, community members and students were in fairly close agreement about the importance of most goals.

Parents and school personnel agreed (within four ranks) on seventeen of the eighteen goals. On only one goal--learn how to use leisure time--did parents and school personnel differ by more than four ranks. Parents and students agreed on thirteen of the eighteen goals and students and school personnel agreed within four ranks on thirteen of the goals.

The high priorities assigned to goals related to attitudes (pride in work, respect for others, character) observed in the combined rankings was not a distortion caused by combining the three groups. Each group--parents, school people, students--gave high rankings to these goals. Similarly, basic reading and writing skills were ranked very high by each of the groups.

This interpretation of the rankings depends on acceptance of arbitrary definitions of high and low priority and of "agreement" among rankers. Other interpretations are possible.

Just as the combined rankings of parents, school personnel, and students obscured some of the differences among the three groups, it

is possible that results for any group obscure differences within that group. Do parents from the West High District rank the goals the same way that parents from Roosevelt High rank them? Are the goals of elementary school principals different from goal priorities of secondary school principals? How do the goals of North High students compare with the goals of Edison students?

These questions are considered next.

V. Variations in Ranking Educational Goals Within Groups of School Personnel, Community Participants, and Students

How much agreement was there within the various groups of school personnel, community groups, and students who ranked the goals? This section discusses that question.

Twelve groups of school personnel ranked the eighteen educational goals in order of importance. These groups included elementary and secondary school principals, elementary consultants, elected representatives of teachers' advisory organizations (the Elementary School Assembly-ESA and the Secondary Schools Planning Committee-SSPC), counselors, and the faculties of three elementary schools and three secondary schools.

Rankings of the twelve groups are shown in Table 4, page 45. The overall, or combined ranking for the twelve groups is shown in Table 3, page 41.

Generally, agreement among the school groups was high. Agreement among logically related groups such as elementary school principals and the elementary teachers' representatives (ESA) was extremely high.

The relationship of the rankings of the various groups of school personnel is illustrated by the correlation matrix shown as Table 5, page 46. Numbers in the table indicate the degree of relationship between the rankings made by any two groups. The higher the number, which can range from zero to 100, the more similar are the two sets of ranks. Correlations of 100 (1.00) indicate that two groups made exactly the same rankings. Correlations close to zero indicate that there was little or no agreement in the rankings made by two groups.

Correlations for school groups ranged from 54 to 97, indicating at least some agreement for even the most disparate groups and almost perfect

Table 4

Ranking of Priority Goals by Various Groups of School Personnel

Goal	Counselors	Elementary Counsultants	Elementary Principals	Elementary School Assembly	Hay Faculty (Elementary)	Jefferson (Secondary)	Roosevelt Faculty (Secondary)	Schiller Faculty (Elementary	Secondary Principals	Sec. Teachers School Planning Committee	Waite Park Faculty (Elementary	West Faculty (Secondary)
A Good citizen	13.5	9	10	10	16	8	6	9.5	9	12	6	17
B Respect people who think differently	4	6	4	4	5	5	10	8	4	5.5	10	15.
C Understand changes	9.5	7	7	7	4	11	14.5	11	7	7.5	13	4.
D Reading, writing	2	3	2	3	2.5	3	1	3	2	2.5	2.5	1
E Democratic ideas	13.5	13.5	12.5	14.5	18	15	17	16.5	12.5	15	12	18
F Use information	9.5	4.5	8	8	7	9.5	7	9.5	8	7.5	7	6.
G Family living	15.5	15.5	16	13	13.5	12.5	18	16.5	16	18	16.5	15.
H Respect people we work with	3	2	3	1	2.5	1	3	1	3	4	5	4.
I Work skills	12	15.5	18	16.5	17	17.5	12.5	16.5	18	17	18	11
J Money manager	11	18	12.5	14.5	11	16	11	7	12.5	10	14.5	9
K Desire for learning	7.5	1	10	6	6	6	4.5	6	10	5.5	2.5	6.
L Leisure time	15.5	13.5	11	11	8.5	14	14.5	12.5	11	11	10	14
M Health and safety	18	12	16	16.5	13.5	9.5	16	14	16	15	14.5	11
N Culture and beauty	17	9	14	12	8.5	12.5	12.5	12.5	14	13	10	11
O Job information	6	17	16	18	15	17.5	9	16.5	16	15	16.5	13
P Pride in work	1	4.5	1	2	1	2	2	2	1	1	1	2
Q Good character	5	9	5	5	10	4	8	4	5	9	4	3
R General education	7.5	11	6	9	12	7	4.5	5	6	2.5	8	8
Number of Participants	64	17	70	69	36	45	80	16	66	50	20	36

Table 5

Rank Difference Intercorrelation Matrix for
Educational Goals Priorities of School Personnel

		Counselors	Elementary Consultants	Elementary Principals	Elementary School Assembly	Hay Faculty (Elementary)	Jefferson (Secondary)	Roosevelt Faculty (Secondary)	Schiller Faculty (Elementary)	Secondary Principals	Sec. Teachers School Planning Committee	Waite Park Faculty (Elementary)	West Faculty (Secondary)
		1	2	3	4	5	6	7	8	9	10	11	12
Counselors	1	•	55	75	72	62	65	78	73	77	77	59	65
Elementary Consultants	2	55	•	88	86	78	84	66	70	75	75	82	57
Elementary Principals	3	75	88	•	97	83	89	75	86	94	90	90	61
Elementary School Assembly	4	72	86	97	•	84	90	68	86	93	86	84	63
Hay Faculty (Elementary)	5	62	78	83	84	•	70	54	73	76	81	64	70
Jefferson (Secondary)	6	65	84	89	90	70	•	71	85	86	78	84	60
Roosevelt Faculty (Secondary)	7	78	66	75	68	54	71	•	83	71	81	79	64
Schiller Faculty (Elementary)	8	73	70	86	86	73	85	83	•	86	90	83	74
Secondary Principals	9	77	75	94	93	76	86	71	86	•	90	82	61
Sec. Teachers School Planning Committee	10	77	75	90	86	81	78	81	90	90	•	78	71
Waite Park Faculty (Elementary)	11	59	82	90	84	64	84	79	83	82	78	•	57
West Faculty (Secondary)	12	65	57	61	63	70	60	64	74	61	71	57	•
Number of Participants		64	17	70	69	56	45	80	16	66	50	20	36

decimals omitted

agreement for at least two groups. Closest agreement was shown by elementary principals and the Elementary School Assembly of teacher representatives. Least agreement was found between the faculty of one elementary school and the faculty of one secondary school.

Rankings made by elementary and secondary principals, ESA, and SSPC tended to be in close agreement. Elementary consultants ranked goals much like the other elementary school groups, but differed somewhat from secondary principals and the SSPC. Counselors, for all practical purposes a secondary school group, exhibited only moderate agreement with the various secondary and elementary administrative and teacher groups.

The summary below gives an indication of the similarity or dissimilarity of rankings made by each group of school personnel when compared with all other groups.

Group	Rankings Agree Most With: (Correlations of 85 or greater)	Rankings Agree Least With: (Correlation of 70 or less)
Counselors	None	Elementary consultants, Hay, Jefferson, Waite Park, West
Elementary Consultants	Elementary principals, ESA	Counselors, Roosevelt, Schiller, West
Elementary Principals	Elementary consultants, ESA, Jefferson, Schiller, Secondary Principals, SSPC, Waite Park	West
Elementary School Assembly (ESA)	Elementary Consultants, Elementary Principals, Jefferson, Schiller, Secondary principals, SSPC	Roosevelt, West
Hay Elementary Faculty	None	Counselors, Jefferson, Roosevelt, Waite Park, West

Group	Rankings Agree Most With: (Correlations of 85 or greater)	Rankings Agree Least With: (Correlation of 70 or less)
Jefferson Jr. High Faculty	Elementary Principals, ESA, Schiller, Secondary Principals	Counselors, Hay, West
Roosevelt High Faculty	None	Elementary Consultants, ESA, Hay, West
Schiller Elementary Faculty	Elementary Principals, ESA, Jefferson, Secondary Principals, SSPC	Elementary Consultants
Secondary Principals	Elementary Principals, ESA, Jefferson, Schiller, SSPC	West
Secondary Schools Planning Committee (SSPC)	Elementary Principals, ESA, Schiller, Secondary Principals	None
Waite Park Elementary Faculty	Elementary Principals	Counselors, Hay, West
West High Faculty	None	Counselors, Elementary Consultants, Elementary Principals, ESA, Hay, Jefferson, Roosevelt, Secondary Principals, Waite Park

This summary shows the high degree of similarity of rankings made by most administrative and teacher groups. It also shows that counselors, and the faculties of West, Roosevelt, and Hay tended to have somewhat different goal priorities from other groups of school personnel.

Community Groups

Twelve community groups ranked the goals. Most of these groups were selected by the random selection process described earlier. The Keewaydin Elementary School PTA also participated as did parents from the Burroughs Elementary School area.

A high degree of similarity in the ranking of educational goals was observed across many communities. 54

Table 6, page 50, shows the ranks given to the goals by each community group. Table 7, page 51, shows the correlations between each of the community groups.

Correlations for community groups ranged from 64 to 93. Closest agreement in the rankings was found between Marshall-University and Washburn communities and between Marshall-University and West. Least agreement, but still a positive correlation, was found between the Southwest community and South and between Southwest and North.

(The extent to which these results can be claimed as representative of "the community" is discussed in a later section.)

A summary of relationships among communities is given below. It should be noted that the definition "agree least with" is an arbitrary definition. All correlations were positive; none was lower than 64.

Group	Rankings Agree Most With: (Correlations of 85 or greater)	Rankings Agree Least With: (Correlations of 70 or less)
Burroughs	Central, Henry, Keewaydin, Marshall-University (M-U), Southwest (SW), Washburn, West	North
Central	Burroughs, Keewaydin, M-U, Washburn, West	None
Edison	Keewaydin, Roosevelt, SW, Washburn	None
Henry	Burroughs, M-U, Washburn	North, South
Keewaydin	Burroughs, Central, Edison, South, Washburn	None
Marshall-U	Burroughs, Central, Henry, Roosevelt, Washburn, West	North
North	None	Burroughs, Henry, M-U, SW, West
Roosevelt	Edison, M-U, SW, Washburn, West	South

Table 6

Ranking of Priority Goals by Various Community Groups

	Goal	Burroughs	Central	Edison	Henry	Keewaydin	Marshall-University	North	Roosevelt	South	Southwest	Washburn	West
A	Good citizen	11	10	7	8.5	9	9.5	5.5	6	7	[illegible]	7	12
B	Respect people who think different	9.5	5	12	10	8	6	10.5	10	6	15.5	9	9.5
C	Understand changes	8	11.5	11	7	12.5	8	12	14.5	12	9	9	9.5
D	Reading, Writing	1	1	1	4.5	3	1	5.5	1	1	1	1	1.5
E	Democratic ideas	13	14.5	13	14.5	14	16	16.5	17	16.5	11.5	15	15
F	Use information	4	7	6	4.5	7	2	10.5	7	8	4	3	3
G	Family living	16	17.5	17	17.5	17	18	8.5	18	16.5	18	17	18
H	Respect people we work with	5	3	8.5	6	5	7	5.5	3	4	7	6	6.5
I	Work skills	15	16	14	16	16	14	14	12.5	18	11.5	15	14
J	Money manager	12	14.5	10	8.5	10	15	14	11	12	13.5	15	13
K	Desire for learning	3	5	3	1	4	3	2.5	4.5	5	2.5	5	1.5
L	Leisure time	18	17.5	18	17.5	18	17	18	14.5	10	17	18	17
M	Health and safety	14	13	15	12	12.5	12.5	16.5	16	14.5	13.5	13	16
N	Culture and beauty	9.5	9	16	14.5	15	9.5	14	12.5	14.5	10	12	8
O	Job information	17	11.5	8.5	12	11	12.5	8.5	9	12	15.5	11	11
P	Pride in work	2	2	5	2.5	1	4.5	1	2	2	5	4	4
Q	Good Character	7	8	4	12	2	11	2.5	8	3	6	9	6.5
R	General education	6	5	2	2.5	6	4.5	5.5	4.5	9	2.5	2	5
	Number of Participants	86	18	62	18	96	41	13	64	33	57	26	64

Table 7

Rank Differenee Intercorrelation Matrix for
Educational Goals Priorities of Community Members

		Burroughs Parents	Central Community	Edison Community	Henry Community	Keewaydin PTA	Marshall-U Community	North Community	Roosevelt Community	South Community	Southwest Community	Washburn Community	West Community
		1	2	3	4	5	6	7	8	9	10	11	12
Burroughs Parents	1	•	90	79	86	86	90	68	84	77	89	89	92
Central Community	2	90	•	77	81	88	91	72	80	83	77	90	90
Edison Community	3	79	77	•	84	90	76	79	88	75	85	89	84
Henry Community	4	86	81	84	•	82	87	65	81	69	81	85	84
Keewaydin Community	5	86	88	90	82	•	77	83	79	88	77	85	84
Marshall-U Community	6	90	91	76	87	77	•	69	87	72	82	93	93
North Community	7	68	72	79	65	83	60	•	71	75	64	76	70
Roosevelt Community	8	84	80	88	81	79	87	71	•	65	90	95	90
South Community	9	77	83	75	69	88	72	75	65	•	64	75	75
Southwest Community	10	89	77	85	81	77	82	64	90	64	•	90	88
Washburn Community	11	89	90	89	85	85	93	76	95	75	90	•	92
West Community	12	92	90	84	84	84	83	70	90	75	88	92	•
Number of Participants		86	18	62	18	96	41	13	64	33	57	78	64

decimals omitted

Group	Rankings Agree Most With: (Correlations of 85 or greater)	Rankings Agree Least With: (Correlations of 70 or less)
South	Keewaydin	Henry, Roosevelt, SW
Southwest	Burroughs, Edison, Roosevelt, Washburn, West	North, South
Washburn	Burroughs, Central, Edison, Henry, Keewaydin, M-U, Roosevelt, SW, West	None
West	Burroughs, Central, M-U, Roosevelt, SW, Washburn	None

The summary highlights the similarity of goal priorities in most schools. North and South appear to have somewhat different priorities from most communities although the correlation between these two schools is not high. Again, the difference is a relative one; all communities tended to have at least some agreement about the importance of the various educational goals.

Students

Students showed much less agreement about educational goal priorities than parents or school personnel. The highest correlation was 86. Several correlations were below 40, indicating relatively little agreement about the rankings.

Fourteen student groups participated; thirteen schools and the All-City Student Council. Most students were seniors although some juniors participated. Presumably, younger students from the K-12 Free School also took part.

Rankings made by the student groups are shown in Table 8, page 53. Correlations are shown in Table 9, page 54.

Because of the relative lack of agreement among students a summary based on previously used definitions of "Agree most with" and "Agree least with" would be meaningless. To adjust for the lower level of agreement, a correlation of 80 or higher was used to indicate relatively high agreement and 55 or lower was used to indicate relatively low agreement. If

Table 8

Ranking of Priority Goals by Various Student Groups

	All City Student Council	Edison	Free Sch	Henry	Jefferson	Marshall-U	North	Roosevelt	South	Southwest	Vocational	Washburn	West	WOC
Good citizen	16	15	13	9.5	8	17	16	15	14	16	12.5	15	15	16
Respect people who think differently	4	6.5	4	9.5	5.5	7.5	3.5	7	10.5	10	6	12	6.5	1.5
Understand changes	7	10	7.5	13.5	13	11	12.5	7	13	7	11	10.5	8.5	4.5
Reading, writing	2	4.5	2.5	3	7	9	1.5	4.5	5	3	2	1	3.5	6.5
Democratic ideas	17.5	18	17	13.5	18	18	18	17	16	18	17	18	16	18
Use information	13.5	13	5.5	5	14.5	13.5	7	9	10.5	7	10	3.5	12.5	14.5
Family living	17.5	16	16	16.5	12	15.5	14	16	10.5	17	15	16	18	14.5
Respect people we work with	3	4.5	2.5	11	1	2	5.5	3	4	4.5	4	8	3.5	1.5
Work skills	9.5	11	13	13.5	10.5	3	5.5	13.5	2.5	11	2	8	6.5	8.5
Money manager	8	8.5	13	4	2	5	9.5	11	1	9	8.5	8	14	4.5
Desire for learning	6	6.5	13	8	16.5	5	9.5	11	10.5	1.5	6	3.5	5	8.5
Leisure time	15	17	18	18	16.5	13.5	16	18	18	14.5	18	14	17	17
Health and safety	13.5	13	5.5	6.5	10.5	11	9.5	13.5	15	12.5	15	17	10.5	13
Culture and beauty	11.5	2.5	9.5	16.5	9	15.5	16	7	17	12.5	15	13	12.5	10
Job Information	11.5	13	13	13.5	14.5	11	12.5	11	7	14.5	12.5	10.5	8.5	11.5
Pride in work	9.5	1	7.5	6.5	3	1	1.5	2	7	7	8.5	5	2	3
Good character	5	2.5	9.5	2	4	5	3.5	4.5	7	1.5	6	6	10.5	6.5
General education	1	8.5	1	1	5.5	7.5	9.5	1	2.5	4.5	2	2	1	11.5
Number of students	23	19	12	25	25	23	15	18	23	25	20	25	24	31

Table 9

Rank Difference Intercorrelation Matrix for
Educational Goals Priorities of Secondary School Students

		All City Student Council	Edison	Free Sch	Henry	Jefferson	Marshall-U	North	Roosevelt	South	Southwest	Vocational	Washburn	West	WOC
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
All City Student Council	1	•	73	73	57	58	71	68	81	64	84	85	73	82	76
Edison	2	73	•	58	44	68	67	68	84	42	74	60	61	67	80
Free Sch	3	73	58	•	63	57	41	66	82	39	65	63	54	71	54
Henry	4	57	44	63	•	51	45	63	57	55	68	61	67	48	31
Jefferson	5	58	68	57	51	•	60	60	67	61	43	56	34	44	69
Marshall-U	6	71	67	41	45	60	•	79	59	74	70	76	63	74	79
North	7	68	68	66	63	60	79	•	67	64	72	78	69	71	72
Roosevelt	8	81	84	82	57	67	59	67	•	52	76	67	71	79	71
South	9	64	42	39	55	61	74	64	52	•	53	82	68	58	55
Southwest	10	84	74	65	68	43	70	72	76	53	•	77	86	71	63
Vocational	11	85	60	63	61	56	76	78	67	82	77	•	80	80	64
Washburn	12	73	61	54	67	34	63	69	71	68	86	80	•	71	47
West	13	82	67	71	48	44	74	71	79	58	71	80	71	•	65
WOC	14	76	80	54	31	69	79	72	71	55	63	64	47	65	•
Number of Students		23	19	12	25	25	23	15	18	23	25	20	25	24	31

Decimals omitted

it is remembered that our standard of high agreement has been lowered and that our standard of least agreement now means considerably less agreement than before, the summary may still prove useful.

Group	Rankings Agree Most With: (Correlations of 80 or greater)	Rankings Agree Least With: (Correlations of 55 or less)
All City Student Council	Roosevelt, SW, Vocational, West	None
Edison	Roosevelt, WOC	Henry, South
Free School	Roosevelt	M-U, South, Washburn, WOC
Henry	None	Edison, Jefferson, M-U, South, West, WOC
Jefferson	None	Henry, SW, Washburn, West
Marshall-U	None	Free School, Henry
North	None	None
Roosevelt	Student Council, Edison, Free School	South
South	Vocational	Edison, Free School, Henry, Roosevelt, SW, WOC
Southwest	Student Council, Washburn	Jefferson, South
Vocational	Student Council, South, Washburn, West	None
Washburn	SW, Vocational	Free School, Jefferson, WOC
West	Student Council, Vocational	Henry, Jefferson
WOC	Edison	Free School, Henry, South, Washburn

No strong pattern is evident here as in the analysis of school personnel and community groups. Henry and South are each listed six times as having ranked goals least like other schools. The major finding is simply much less agreement among students about the goals of education than among parents or school personnel.

How adequately do these results reflect the views of parents, students, and teachers? Were the people involved in ranking the goals representative of their communities or schools? The next section discusses these questions.

VI. How Representative Were the Samples of School Personnel, Community Participants, and Students?

Did the participants in this goals ranking procedure represent a cross section of the Minneapolis community? How adequately did this sample of school personnel and students represent what all Minneapolis Public Schools personnel and all Minneapolis students think? In this section, the adequacy of the various samples is reviewed. School personnel are considered first.

The survey of school personnel focussed on the professional staff. The survey was not meant to include all school personnel; aides, clerks, engineers and other civil service personnel were not involved. How well then did the sample represent the opinions of the professional staff of the Minneapolis Public Schools? Here is a listing of the participants and the number of persons in each job category who could have participated.

		No. of Participants	No. Who Could Have Participated
ELEMENTARY			
Principals		70	71
Consultants		17	18
Teachers:	ESA	69	70
	Hay	36	38
	Schiller	16	16
	Waite Park	20	20
		228	233
SECONDARY			
Principals		66	68
Counselors		64	105
Teachers:	SSPC	50[a]	39
	Jefferson	45	53
	Roosevelt	80	84
	West	36	45
		341	394
ELEMENTARY and SECONDARY Total		569	627

[a] The number participating exceeds the number of SSPC members because several alternates also took part.

Although only 15 percent of the total certificated staff of 3,710 was surveyed, it is clear that virtually all principals and elementary consultants were involved. Teacher representation was also substantial in the sense that the ESA and the SSPC were representative of teachers in much the same way that an elected congress represents the nation. Additionally, faculties from one high, one low, and one middle income elementary school were involved as were the faculties of two senior highs and one junior high school. Although about one-third of the counselors did not participate, it is believed that those who did participate were a representative group. Absences from the goals ranking meeting appear to have been due to job assignments and no consistent sampling bias was evident.

Certain members of the professional staff were not surveyed. Superintendents, directors, psychologists, project administrators and social workers--as a group--were not involved although some individuals from these groups participated.

All in all, it appears that the sample of school personnel was reasonably representative and indicative of the school district. Supporting this view is a comparison of the rankings of Minneapolis school personnel with rankings made by sixty representatives from twenty-two Phi Delta Kappa Affiliated Training Centers across the nation. The rankings made by these representatives, who were to serve as trainers for school districts which wished to try the goals ranking procedure, and the Minneapolis school personnel were almost identical. (The rank difference correlation was .90.) Since most of these representatives came from colleges and universities one might hypothesize that there is an extremely high degree of agreement about the goals of education with the educational community--at all levels of education--throughout the country.

Selecting a representative sample of people from the community was a more difficult problem. The mailing procedure used to contact parents, described on page 12, while not a completely random or stratified sampling approach, did provide a practical means of trying to obtain a good representation of parents' opinions (although non-parents were excluded by this process). If all parents contacted had actually participated in the goals ranking procedure then the schools could have been reasonably satisfied that parent opinion was well represented. Unfortunately, few parents were able to participate. Of the 2,573 invitations mailed, only 448 or about 17% of those contacted actually participated. (Parents from Burroughs and Keewaydin are not included in this estimate since a somewhat different procedure was used in those elementary schools.) The estimate of the percentage participating is probably high since many participants included husband and wife while the actual sampling unit was the home address. Theoretically, over 5,000 individuals could have received--or at least read--the invitations.

About 6% of all senior class high school students were sampled in their classrooms. One social studies class in each of the high schools was selected. Since all students were required to take social studies, and since the particular social studies class selected appears to have been picked at random, a reasonably representative sample of high school seniors probably was obtained. The sample may have underrepresented those youth who were alientated from or antagonistic to school. Some of these youth already would have dropped out of school by twelfth grade while others, in disproportionate numbers, would have been absent on the day the goals were ranked.

The rather small number of students from each school should make one cautious about drawing conclusions about a particular school. Taken as a whole, however, the sample probably does present a fair picture of the senior class of Minneapolis Public School students found in the schools on most days.

In sum, the sampling procedures appear to have resulted in reasonably representative samples of school personnel and high school seniors. The community sample appears to have been largely composed of parents active in school affairs and having a positive or negative bias--in unknown proportions--toward the schools. This sample, while probably not representative of the community, did provide a picture of how a group of concerned citizens felt about educational goals.

In addition to ranking the goals, most participants made estimates of how good a job the schools were doing in meeting each of the goals. Section VII presents results of those estimates.

VII. How Good a Job are the Schools Doing in Meeting Their Goals?

In addition to ranking the eighteen goals in order of importance, participants were asked to give a rating of how well school programs were meeting each of the goals. The rating scale is shown on pages 6-11.

Only half of the participants who ranked the goals in priority order made ratings of the schools' effectiveness in reaching these goals. About one-third of community participants (36%) and about 60% of school personnel and students made ratings. (The Phi Delta Kappa procedure suggests two meetings: one meeting to rank the goals and another meeting, about a week later, to rate the schools' effectiveness. In Minneapolis, because of staffing requirements and for other practical reasons, the two-meeting approach was not feasible. An attempt was made to get effectiveness ratings at the end of the goals ranking meeting, but because of the amount of time required this attempt was not always successful. No systematic biasing of the rating samples was apparent although possibly the more strongly motivated participants were willing to spend the extra time required.)

Results of the effectiveness ratings are given in Table 10, page 63. The percentage of people giving the schools a "favorable" rating is shown for each goal. For example, 80% of school personnel, 78% of community members, and 75% of students felt the schools were doing a "favorable" job in meeting the goal of "Learning how to be a good citizen."

The term "favorable" needs defining. In this case, it refers to ratings of Leave as is plus ratings of Fair, but more needs to be done. One might argue that a "Fair" rating should not be considered favorable,

but it is clearly more favorable than Extremely poor, Poor, or, Too much is being done.

Details of the so-called "Favorable" ratings are given in Table 11, page 64, so that readers may make their own interpretation of results.

The total column, for all groups, in Table 10 gives equal weight to community, school, and student participants. The number of persons in each group was not a factor in determining this unweighted average.

About seven out of ten participants--on the average--gave favorable ratings of the schools' progress toward meeting its goals.

School personnel tended to be slightly more critical of their effectiveness than did community members or students. On the average, 67% of school personnel gave favorable ratings, compared to 71% favorable ratings made by students and 75% made by community people.

Community people and students gave more favorable ratings than school personnel for fourteen of the eighteen goals.

Schools were rated most effective in meeting the goals of General Education and Health and Safety (85% and 82% favorable ratings, respectively). Least effectiveness was seen for Desire for Learning (57%).

How do ratings of effectiveness relate to the priorities of the goals? Do people think the schools are making favorable progress toward the high priority goals?

More school and community people tended to give favorable ratings of progress toward low priority goals. Progress toward high priority goals was viewed with less favor by school personnel and parents. Students took a different viewpoint. More of them felt the schools were doing an effective job with the high priority goals. Table 12, page 65, illustrates these findings.

Table 10

Percentages of Groups Giving Favorable Ratings[a] of Performance of Current School Programs

	Goal	School Personnel (N = 224)	Community Members (N = 358)	Students (N = 181)	All Groups (N = 763) unweighted average
A	Good citizen	80%	78%	75%	78%
B	Respect people who think differently	59	76	61	65
C	Understand changes	74	81	78	78
D	Reading, writing	67	69	80	72
E	Democratic ideas	74	76	69	73
F	Use information	77	75	73	75
G	Family living	62	71	63	65
H	Respect people we work with	61	79	73	71
I	Work skills	67	73	75	72
J	Money manager	67	72	70	70
K	Desire for learning	51	64	57	57
L	Leisure time	55	72	60	62
M	Health and safety	79	86	81	82
N	Culture and beauty	65	79	66	70
O	Job information	72	71	72	72
P	Pride in work	49	68	62	60
Q	Good character	58	73	66	66
R	General education	82	82	90	85
	Average	67%	75%	71%	71%
	Range	49 - 82%	64 - 86%	57 - 90%	57 - 85%

[a]Favorable ratings include ratings of 7-9 (Fair, but more needs to be done) and 10-12 (Leave as is). All other ratings, 1-6 and 13-15, are considered unfavorable.

Table 11

Breakdown of Percentages of Groups Giving Favorable Ratings of Performance of Current School Programs

	Goal	School Personnel (N = 224)		Community Members (N = 358)		Students (N = 181)	
		Leave As Is	Fair, but ...	Leave As Is	Fair, but ...	Leave As Is	Fair, but ...
A	Good citizen	26%	54%	35%	43%	37%	38%
B	Respect people who think differently	19	40	34	42	20	41
C	Understand changes	29	45	42	39	38	40
D	Reading, writing	11	56	24	45	44	36
E	Democratic ideas	41	33	41	35	39	30
F	Use information	26	51	22	53	27	46
G	Family living	37	25	48	23	39	24
H	Respect people we work with	19	42	32	47	28	45
I	Work skills	36	31	38	35	39	36
J	Money manager	28	39	38	34	31	39
K	Desire for learning	15	36	16	48	23	34
L	Leisure time	26	29	49	23	38	22
M	Health and safety	46	33	62	24	54	27
N	Culture and beauty	29	36	41	38	31	35
O	Job information	31	41	34	37	36	36
P	Pride in work	11	38	18	50	20	42
Q	Good character	15	43	22	51	24	42
R	General education	27	55	30	52	48	42
	Average	26%	40%	35%	40%	34%	36%
	Range	11 - 46%	25 - 56%	16 - 62%	23 - 53%	20 - 54%	22 - 46%

Table 12

Relationship of Effectiveness Ratings to High and Low Priority Goals for School Personnel, Community Participants, and Students

	Priority Rank	Goal	Percent Favorable Ratings[a]	Percent Leave As is Ratings
School Personnel	1	Pride in Work	49%	11%
	2	Reading, Writing	67	11
	3	Respect People we Work With	61	19
	15.5	Democratic Ideas	74	41
	15.5	Health and Safety	79	46
	17	Family Living	62	37
	18	Work Skills	67	36
Community	1	Reading, Writing	69	24
	2	Pride in Work	68	18
	3	Desire for Learning	64	16
	16	Democratic Ideas	76	41
	17	Family Living	71	48
	18	Leisure Time	72	49
Students	1	General Education	90	48
	2	Reading, Writing	80	44
	3	Respect People We Work With	73	28
	16	Family Living	63	39
	17	Leisure Time	60	38
	18	Democratic Ideas	69	39

.5=tie in ranks

Only 11% of the school personnel appeared satisfied (Leave as is) with school progress toward reading and writing and pride in work goals. Relatively few parents (18%) and students (20%) were satisfied with pride in work. Parents, students and school personnel also showed little satisfaction with progress toward the goal of developing a desire for learning. Most satisfaction, expressed by all three groups, was related to health and safety.

Possibly some cause and effect relationships exist for the priorities and the ratings of effectiveness. If people feel that the schools have effective programs for some things, such as health and safety, then they may assign a low priority to that goal. However, if the program falters then the priority for that goal may rise suddenly.

This section has shown that school personnel, community participants and students gave generally favorable ratings of school program effectiveness. About seven out of ten respondents gave ratings which could be considered favorable, although few people in any group wanted to leave things as they were.

School personnel were most critical of the job done by the schools. Community people were the most favorable although sampling bias may have given an unrepresentative picture of community reaction.

VIII. Discussion

Since 1970, several approaches to reviewing educational goals have been put into motion by the Minneapolis Public Schools. Substantial work has been done by the Elementary School Assembly, by a secondary schools committee and by others. An extensive approach to the community has been made using the Phi Delta Kappa goals ranking procedure. This variety of approaches has resulted in some confusion. A synthesis of the various approaches is being developed by school personnel.

Because of the extent to which the Phi Delta Kappa procedure has been used, some comment on its strengths and weaknesses seems desirable. On the positive side, it appears to be a very workable procedure. Community groups, students and teachers all seem to understand what is expected of them. The consensus approach involving discussion in small groups appears to be a valuable aspect of this goals ranking procedure. Although a prepared list of goals is presented to the participants this "canned" approach does not appear to have generated any great reaction. Few people have suggested additional goals. (Additional goals can be incorporated into the procedure although not in a very workable manner.) For the most part, however, the list of 18 goals appears sufficiently comprehensive to cover almost anything that can be thought of in the educational world. Cost for materials involved in the PDK procedure appears small, but in working with community a considerable investment of staff time was required. Obviously the goals procedure could not be extended to a much greater number of community people without a heavy investment of staff time.

Some criticisms have been made of the PDK procedure. First, it appears to be a very difficult procedure for obtaining a representative community sample. People willing to attend public meetings upon invitation are probably not very representative of the community although they do represent an important aspect of it. It is difficult to see how a scientifically selected representative sample of the total community could be selected and persuaded to participate in the Phi Delta Kappa approach.

Although the list of goals is rather comprehensive some flaws have been noted. For example, a number of people have suggested that mathematics is slighted. Although mathematics appears under the heading General Education, it is not given the same prominence as reading and writing. Additionally, some of the terms need further defining. For example, some community members question what is meant by "good" character. A basic criticism of not just the PDK procedure, but of all ranking procedures, is that there is no way of telling how important the difference is between ranks. It is possible that the goal ranked 18 is almost as important as rank 1. Or, some people may think the first ranked goal is important and the remaining 17 goals are not important at all.

The 18 goals present a list of desirable educational goals. No cohesive or logical framework of how these goals relate to each other is offered. Finally, the effectiveness rating procedure described by the Phi Delta Kappa group does not lend itself to meaningful analysis according to the directions given. This scale is a nonlinear one which includes at the highest level an unfavorable rating of "too much is being done." Adding the scores for the scale offered would give a spuriously high, favorable average rating.

The rating scale also presents a cause and effect relationship with the goals priority rankings. For example the definition of the rating "Fair but more needs to be done" is given as, "I believe present programs are acceptable, but I would like to see more importance attached to this goal by the school." Thus, the importance of the goal and the quality of the programs for meeting the goal are confused. Either the two should be completely separated or else the definitions of the effectiveness rating should be tied to the importance of the goal in each case. In some manner one should be able to say that "the schools are doing an extremely poor job toward meeting this goal but I really don't care because this is not an important goal to me." The present scale does not permit this.

The sampling of parents, students and school personnel was approached in a reasonably scientific and practical manner. However, the level of participation obtained probably did not result in a representative sample of the Minneapolis community. The school personnel sample was rather extensive with the exception that top level administrators were not included. An excellent representation of the thinking of most school professional personnel appears to have been obtained. The fact that the results correlate so highly with the goals rankings made by training educators across the nation suggests an almost monolithic view of education throughout the country. Student samples appear to be reasonably adequate for getting an estimate of what most seniors in high school think in Minneapolis. However, caution should be taken in attempting to make comparisons across schools (or among the various communities) since these sample sizes were relatively small and in the case of the community probably not representative.

Counselors appeared to have somewhat different goals than did most other educators. This difference did not appear to result from a bias in the counselors' sample. Further study should be done comparing the rankings of parents, students, and counselors to see if the counselors are more in agreement with the students and parents than they are with other school personnel.

Although it would be highly desirable to have a completely representative sample of the community it is difficult to see how this can be obtained using the Phi Delta Kappa goals setting procedure. It is unlikely that such a sample, even if selected, could be persuaded to participate. Perhaps a more workable procedure would be to take the results obtained from the community thus far and compare those results to results obtained using a scientifically selected sample of the community questioned by opinion polling techniques. Another approach to getting a more representative viewpoint of the community is to have various groups with known characteristics, such as a taxpayers' group or the Urban League, engage in the Phi Delta Kappa ranking procedure. Results from groups of various minorities and various political or philosophical persuasions then could be compared against the general community sample to see just how much difference there is in goals rankings.

The results of the rankings obtained thus far indicate a reasonable amount of agreement among school personnel, parents, and students. Everyone agrees that the basic skills of reading and writing are important ,oals. Educators should be pleased to note that basic skills have not been emphasized to the exclusion of all other goals as some educators had feared. Parents and students alike, along with the educators,

gave relatively high rankings to goals involving attitudes and opinions. It appears clear, from this sample at least, that the public does not see the schools as simply a knowledge factory set up to turn out information and teach the three r's.

It is perhaps no surprise that school personnel and parents agree more about what the schools should be doing than do parents and students or even students and teachers. The fact that school personnel take a more critical view of progress in the schools than parents and students may be good. It could suggest a healthy attitude of self-criticism on the part of teachers and administrators. Certainly this view is better than having the teachers think the schools are doing a good job while students and parents think the schools are doing a poor job. In the main, however, all three groups tended to give the schools moderately favorable ratings.

Some of the findings offer ideas for consideration, particularly for school personnel. For example, it appears ironic that school personnel placed leisure time activities as a higher goal than did students or parents while the students placed greater emphasis on developing skills for getting a job and managing money and resources.

Caution should be used in making generalizations about the findings for the various communities and student groups. These results may be considered as suggestive. They may generate some ideas for further exploration but the samples are not sufficiently large or representative to reach firm conclusions.

The high degree of consistency among school personnel does seem rather conclusive. It may suggest some food for thought about alternative education. These findings suggest that alternatives to education are

based more upon different methods for reaching the same goals than they are upon different goals. However, the agreement is not perfect and there may be different priorities given to the goals by various schools and communities.

The value of the goal setting efforts of the last several years is still to be determined. Much information has been gathered about the opinions of school personnel, students, and community representatives. This information provides a base for further development and application. How this information is used remains to be seen.

IX. Recommendations

1. A synthesis of the various approaches to developing educational goals is needed.

Some confusion has resulted from the various approaches being used by the schools to review educational goals. School personnel as well as community have raised questions about how the work done by the Elementary School Assembly, the secondary schools committee, and the Phi Delta Kappa goals is related. It is understood that the school district goals committee is working on this problem and that a synthesis of the various approaches will be made.

2. A logical relationship among school goals should be stated.

The Phi Delta Kappa approach lists 18 goals. This approach has been criticized on the basis that no logical relationship or conceptual framework for the various goals has been given. This approach treats a complex topic in an overly simplified way. One community member has suggested that the educational goals may fall into three major categories: self-development, academic learning, and understanding of social responsibilities. No doubt, other logical frameworks can be developed.

3. The relationship of educational programs to educational goals needs to be delineated.

How are the goals going to be used? Presumably, once agreement has been reached on a goals statement further work will be done to relate school objectives and programs to these overall goals. A statement of how the goals are to be used should be made prior to further endeavors.

4. Procedures for a periodic review of goals priorities should be established.

It has been noted that the educational goals of the district have been

modified only once, in a minor way, in the last twenty years. Possibly no further modification was needed. However, it seems desirable that a periodic review, on a more frequent basis, be made in order to be responsive to changing local, state, and national priorities.

5. If community opinion is needed for making specific educational decisions then the Phi Delta Kappa approach should not be used.

The PDK approach was not established to provide specific information for decision making. It does provide some generalized information about priorities, but the "distance" between these priorities is unknown. Also, the approach does not lend itself to obtaining a representative sample of community opinion. Past studies have shown that people who attend school board meetings and volunteer for projects such as the Phi Delta Kappa goals setting procedure are not representative of the general public.

Information needed for making specific decisions can probably be obtained best through public opinion polling methods using a scientifically selected sample of the general public or of the public which is apt to vote on a specific school issue.

6. Changes should be made in the Phi Delta Kappa approach if it is to be used for further study:

a. Efforts to obtain a random sample by the PDK approach should be abandoned. While there is great value in obtaining information through the methods used, it seems unlikely that a voluntary and representative sample of people can be obtained to engage in the consensus procedure.

b. The Phi Delta Kappa approach should be made available to groups having known characteristics. For example, certain minority groups may not be sufficiently represented in the information that was obtained. Additionally, groups having extreme liberal or conservative educational philosophies may

be involved in order to obtain some idea of the range of differences in goal priorities. Citizens who are not parents of children presently attending school are probably under-represented in the community sample we now have.

c. The rating scale used to evaluate effectiveness of the schools' program needs to be revised so that the scale is a linear one. The present scale yields misleading results.

7. Continued emphasis on basic skills of reading and writing as a major educational goal is recommended but goals related to attitudes and feelings should not be neglected.

Information at hand makes it clear that school personnel, students and an important segment of the community, agree on the value of basic skills education. These same people feel that the schools have the responsibility for education in areas related to opinions and attitudes. Pride in work and learning to respect others are two examples of educational goals which should not be neglected.

8. Further discussion is needed on the reasons underlying goals priority rankings made by parents, students and school personnel on several of the goals.

Some disagreement about the priority of seven goals was shown by parents, teachers and students. Further discussion of the reasons for these differences appears needed. For example, school personnel may need to communicate to students and parents more fully their reasons for giving greater emphasis to education related to the use of leisure time.

9. Further study of some of the results is needed.

The results of the Phi Delta Kappa approach have raised a number of questions. For example,do counselors agree more with students than they do with other school personnel? It was noted that counselors tended to

disagree more with school personnel than did other subgroups of school personnel. What implications does this have for relationships with students?

Further analysis of results across communities and among the various schools may be desirable. In one school area fairly close agreement on the goals was found among groups of parents, students, and school faculty. In another school, parents and students had relatively little agreement. What implications do results such as this have for school programs and school support?

Minneapolis Public Schools

Educational Services Division

Research and Evaluation Department

Harry N. Vakos, PhD., Assistant Superintendent for Educational Services

Richard W. Faunce, PhD., Director of Research and Evaluation

Lary R. Johnson, Research Assistant

Bonna Nesset, Administrative Assistant